

(Auto)biographical narratives and teacher training: analysis of dissertations and theses produced in Brazil

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Abstract

This literature review study aims to present the state of the art of research developed in Brazilian postgraduate programs at the *stricto sensu* level on (auto)biographical narratives and teacher training. The research was carried out in the Biblioteca Digital Brasileira de Teses e Dissertações (BDTD) and in the Capes Catálogo de Teses e Dissertações in March 2024. Based on the pre-established criteria, a total of 108 works were found, including theses and dissertations, with 30 in the Capes Catálogo de Teses e Dissertações and 78 in the BDTD. The results found indicate the diversity of works that seek to understand the teacher training process through the valorization of subjectivities, a practice that is based on narratives, as an approach to biographical research. It also reveals that there is still a lack of studies aimed mainly at doctoral research involving the topic, therefore highlighting an important path to be followed.

Keywords: (Auto)biographical Narratives. Teacher Training. Pedagogical Practice.

Narrativas (auto)biográficas e formação de professores: análise das dissertações e teses produzidas no Brasil

Resumo

Este estudo do tipo revisão de literatura pretende apresentar o estado do conhecimento das pesquisas desenvolvidas nos programas de Pós-Graduação do Brasil em nível *stricto sensu* sobre narrativas (auto)biográficas e formação de professores. A pesquisa foi realizada na Biblioteca Digital Brasileira de Teses e Dissertações (BDTD) e no Catálogo de Teses e Dissertações da Capes no mês de março de 2024. Com os critérios preestabelecidos, foi encontrado um total de 108 trabalhos, entre teses e dissertações, sendo 30 no Catálogo de Teses e Dissertações da Capes e 78 na BDTD. Os resultados indicam a diversidade de trabalhos que buscam compreender o processo de formação docente através da valorização das subjetividades, prática esta atendida nas narrativas enquanto abordagem da pesquisa biográfica. Revela também que ainda há uma carência de estudos voltados principalmente para pesquisas de doutorado que envolvam a temática, evidenciando, portanto, um importante caminho a ser trilhado.

Palavras-chave: Narrativas (Auto)biográficas. Formação de Professores. Prática Pedagógica.

1 Introduction

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The approach of (auto)biographical narratives is part of a socio-educational movement that seeks knowledge closer to everyday life and presents a way of understanding and analyzing through the teacher's own speech, giving legitimacy to experiences and contributing to the process of self-reflection and self-knowledge. "Thinking about oneself, talking about oneself and writing about oneself emerge in an intellectual context of valuing subjectivity and private experiences" (Souza, 2007, p. 68).

The valorization of subjectivities has appeared in education research in Brazil since the 1990s. Studies on teacher training and professionalization using self-writing as an approach have begun to focus on teachers' reflections on their training processes and their experiences in the everyday classroom. Most of the studies seek to identify interesting issues for educational research in the life trajectories of teachers, such as: professional choice, the specificity of some teaching phases, gender relations in the exercise of teaching, relations between educational policies and practices and the construction of teaching identity (Passeggi; Souza; Vicentini, 2011).

Considering the subjectivity and experiences of teachers in the process of understanding their education and identity creates a fertile space for using the (auto)biographical narrative approach. Regarding the relevance and necessity of this approach to the process of understanding the relationship between training and practice, Ventura and Cruz (2019, p. 435) state:

This research is based on personal reflection and can lead to conscious decisions about your personal and professional performance. They start from the premise that autobiographical narratives can lead to processes of (self) referencing and self-consciousness through the creation of an autobiographical narrative space.

Based on the fertile field that the approach of narratives provides, this literature review study aims to present the state of the art of research developed in Brazil's postgraduate programs at the *stricto sensu* level on (auto)biographical narratives and teacher training.

3**2 Methodology**

The research, of the literature review type, was carried out in the Biblioteca Digital Brasileira de Teses e Dissertações (BDTD) and in the Capes Catálogo de Teses e Dissertações, with the aim of identifying, among the theses and dissertations produced in Brazil's postgraduate programs, research focused on the analysis of teacher training using the approach of (auto)biographical narratives.

Since the BDTD and the Capes Catálogo de Teses e Dissertações are free digital platforms that aggregate dissertations and theses produced in Brazil's postgraduate programs, the choice of these platforms for this research is justified because it meets the objective of getting to know the studies that have officially been completed in Brazil at the *stricto sensu* level and identifying, among these studies, those that involve teacher narratives and teacher training as the object of analysis and investigation.

To carry out this study, a search was carried out in March 2024 on the free access platforms BDTD and Catálogo de Teses e Dissertações. The search was based on a number of pre-established criteria: 1) Using the descriptors: “(auto)biographical narratives” and “teacher training”; 2) Theses and Dissertations. The next section presents and discusses the results.

3 Results and Discussion

By using the criteria presented in the methodology, a total of 108 works were found, including theses and dissertations, 30 in the Capes Catálogo de Teses e Dissertações and 78 in the BDTD.

Of the 30 works found in the Capes Catálogo de Teses e Dissertações, 20 correspond to master's dissertations and 10 to doctoral theses. A search of the BDTD found 47 master's dissertations and 31 doctoral theses among the 78 works.

It is important to point out that methodologically this research has a qualitative approach, with the intention of finding out, organizing and analyzing, through bibliographical research, the theses and dissertations developed in Brazil on this subject.

To this end, and in order to better delimit the research, two analysis criteria were included for the 108 studies found: 1) Cites the term “(auto)biographical narratives” in the title; 2) Cites teacher training in the abstract. Based on analysis criteria 1 and 2, 24 studies were found among the 108 works that dealt with the theme of (auto)biographical narratives and teacher training, 20 of which were master's dissertations and 4 doctoral theses.

The time frame adopted for this research was from 1990 to 2023, considering the 1990s as the period when biographical research began in Brazil. It's important to note that these platforms were created in 2002 and the works that fit the pre-established criteria, as reported previously, date from 2008 onwards. On this subject, Passeggi (2021) points out that there has been a shift in the themes of research in postgraduate courses in Brazil since the 2000s. This shift included studies focused on (auto)biographical research. The inclusion of these new themes, according to the author, indicated the importance and need to listen to teachers, a practice favored by (auto)biographical narratives.

The expansion of studies on subjectivity and valuing teachers' experiences comes as a result of the strengthening of (auto)biographical research in Brazil. The inclusion of the theme in theses and dissertations from the 2000s onwards diversifies the view of research in teaching and education on teacher training, through (auto)biographical narratives, as shown in the table.

Table 1 – Theses and Dissertations cataloged in the BDTD and the Capes Catalog

	TITLE	AUTHOR	INSTITUTION	YEAR	TYPE
1	Professoras alfabetizadoras: as narrativas (auto)biográficas entrelaçando fios da formação	Jussara Cassiano Nascimento	UFRJ	2008	Dissertation
2	A construção de narrativas (auto)biográficas na formação de professores em tempos de cibercultura	Jossele Lima Vieira Rondon	UNIPAMPA	2021	Dissertation
3	Formação docente à luz das narrativas (auto)biográficas	Roberta da Costa Abreu	UFES	2019	Dissertation
4	Composição de Formação: narrativas (auto)biográficas como acordes do formador professor	Tatiana de Camargo Schiavon	UFSC	2020	Dissertation
5	O processo de formação docente da Pedagogia Waldorf: narrativas (auto)biográficas de professoras em formação	Maria Martha Stussi Fernandes	UFSC	2017	Dissertation
6	A formação de professores de acordeom do Rio Grande do Sul: narrativas (auto)biográficas	Douglas Rodrigo Bonfante Weiss	UFSM	2015	Dissertation
7	Narrativas (auto)biográficas e formação de professores: tessituras sobre as trajetórias formativas de professoras da Educação de Jovens e Adultos	Jackeline Silva Cardoso	UNEB	2018	Dissertation
8	Narrativas (auto)biográficas de professoras surdas: um olhar para a aprendizagem da docência	Erica Alves Barbosa Medeiros Tavares	UFSC	2022	Thesis
9	Ser professor(a): as narrativas (auto)biográficas no processo de (trans)formação de professores de Química	Assicleide da Silva Brito	UNB	2019	Thesis
10	Narrativas (auto)biográficas no PIBID: espaços de problematização na/para a formação de professores de Matemática	Maycon Douglas Ferreira	UFMS	2017	Dissertation
11	A formação inicial docente na extensão universitária: narrativas (auto)biográficas de estudantes de Licenciatura em Letras Espanhol	Dayana Karla Barbosa da Silva	UNEB	2020	Dissertation
12	Narrativas (auto)biográficas: o desvelamento e a reinvenção	Sandra Beatriz Silva da Costa	UFN	2021	Dissertation

	da identidade docente de uma professora de Arte				
13	Uma escalada sinuosa pelo terreno das narrativas (auto)biográficas em busca da (re)constituição docente frente a alunos com altas habilidades/ superdotação	Fernando Fidelis Ribeiro	UEMS	2017	Dissertation
14	“Quando contar de si desvela uma história sobre nós”: narrativas (auto)biográficas de professores iniciantes egressos do curso de Pedagogia da UEMSD/ Campo Grande	Cristiane Ribeiro Cabral Rocha	UEMS	2016	Dissertation
15	Narrativas (auto)biográficas, processos de aprendizagem da docência e desenvolvimento profissional de professores que ensinam Matemática: Contribuições para o campo da Educação Matemática	Fábio Gomes Lagoeiro	UFSC	2021	Dissertation
16	Narrativas (auto)biográficas das professoras que ensinam Matemática nos anos iniciais: aprender para ensinar, ensinar para aprender	Leticia Pacheco de Mello Trotte	UERJ	2021	Dissertation
17	Narrativas (Auto)biográficas e a formação matemática de pedagogos no contexto do Programa Institucional de Bolsa de Iniciação à Docência PIBID: diálogos entrecruzados e pesquisa-formação	Luiz Gustavo Rodrigues Marcondes	UFSC	2022	Dissertation
18	Narrativas (auto)biográficas de um docente em (an)dança	Everton Santos Paixão	UFBA	2023	Dissertation
19	Saberes moleculares, átomos e outras químicas: narrativas (auto)biográficas na construção da identidade docente	Giuliana Rappi Cinezi	UNIFESP	2023	Dissertation
20	“Ainda somos os mesmos e vivemos como nossos...” professores?: das narrativas (auto)biográficas docentes à resignificação de (geo)grafias	Victória Sabbado Menezes	UFRGS	2021	Thesis
21	Identities profissionais: um estudo de narrativas	Lúcius Batista Mota	UFSM	2017	Thesis

	(auto)biográficas de professores de oboé				
22	Narrativa (auto)biográfica e a dimensão pictórica da “colcha de retalhos”: a experiência estética como autonomia e emancipação dos sujeitos no curso de pedagogia	Alexandre Ferreira da Silva	UNICID	2021	Dissertation
23	Narrativas (auto)biográficas: a mediação da literatura infantil nas trajetórias formativas de uma professora de classe multisseriada	Julia Bolssoni Dolwitsch	UFSM	2019	Dissertation
24	Formação continuada por meio de narrativas autobiográficas: um fomento ao autoconhecimento	Eliana Agassi de Castro	UNICID	2010	Dissertation

Source: Authors (2024).

The analysis of the 24 papers that make up table 1 allowed for a grouping based on the themes covered. The papers were divided into three groups: 1) Research that discusses identity and teacher training through (auto)biographical narratives; 2) Research involving life experiences and teacher training through (auto)biographical narratives; and 3) Research investigating professional trajectories and teacher training through (auto)biographical narratives. The works that make up group 1 are numbers 1, 9, 12, 13, 19, 20 and 21.

The first work is a 2008 dissertation developed at UFRJ by Jussara Cassiano Nascimento. The title is: “Professoras alfabetizadoras: as narrativas (auto)biográficas entrelaçando fios da formação” (Literacy teachers: (auto)biographical narratives interweaving threads of training). Nascimento's (2008) research objective was to investigate the training processes experienced by literacy teachers in the public school system. This dissertation presents the (auto)biographical narratives of four female teachers in an attempt to understand the construction of their identities based on their life stories.

Work number 9 was developed at UNB in 2019 by Assicleide da Silva Brito with the title “Ser professor(a): as narrativas (auto)biográficas no processo de (trans)formação de professores de Química” (Being a teacher: (auto)biographical narratives in the

(trans)formation process of chemistry teachers). The aim of Brito's thesis (2019) is to analyze the process of (trans)formation of teacher identity and its relationship with the knowledge of experience with a group of teachers new to the profession, based on their biographical narratives.

The 12th work was developed by Sandra Beatriz Silva da Costa at UFN in 2021 and is a master's dissertation. Costa (2021), in her dissertation entitled “Narrativas (auto)biográficas: o desvelamento e a reinvenção da identidade docente de uma professora de Arte” (Auto-biographical narratives: the unveiling and reinvention of an art teacher's teaching identity), sets out to understand the formation of the researcher's/art teacher's teaching identity, as revealed by the (auto)biographical narrative.

Work number 13, whose title is “Uma escalada sinuosa pelo terreno das narrativas (auto)biográficas em busca da (re)constituição docente frente a alunos com altas habilidades/superdotação” (A winding climb through the terrain of (auto)biographical narratives in search of teacher (re)constitution in the face of students with high abilities), was developed by Fernando Fidelis Ribeiro in 2017 at UEMS. Ribeiro's (2017) dissertation aimed to find answers that would enable him to understand his role as a teacher of students with high abilities at the Núcleo de Altas Habilidades/Superdotação of the city of Campo Grande/MS – NAAH/S-CG.

The 19th paper, entitled “Saberes moleculares, átomos e outras químicas: narrativas (auto)biográficas na construção da identidade docente” (Molecular knowledge, atoms and other chemistry: (auto)biographical narratives in the construction of teaching identity), was developed by Giuliana Rappi Cinezi at UNIFESP in 2023. The objective of Cinezi's dissertation (2023) was to analyze the life trajectory, training and identity of a teacher-researcher, highlighting the perceptions and constructions throughout her history: her basic education, the paths of her initial training and the highlights of her continuing training.

The 20th paper was developed by Victória Sabbado Menezes at UFRGS in 2017. In her thesis, entitled “‘Ainda somos os mesmos e vivemos como nossos...’ professores?: das narrativas (auto)biográficas docentes à ressignificação de (geo)grafias” (“Are we still the same and do we live like our...” teachers?: from teacher (auto)biographical narratives

to the re-signification of (geo)graphies), Menezes (2017) aims to analyze how the memories of geography undergraduate teachers construct their teaching identities and influence the training of future teachers.

The 21st work, entitled “Identidades profissionais: um estudo de narrativas (auto)biográficas de professores de oboé” (Professional identities: a study of (auto)biographical narratives of oboe teachers), was developed by Lúcius Batista Mota at UFSM in 2017 and is a doctoral thesis. Mota (2017) aims to understand the relationship between the professional identity of oboe teachers and the way they deal with teaching matters, the place of music at university and the different learning spaces.

The works listed present research into the relationship between identity and teacher training. Teacher identity, seen as the result of a social and historical process, is influenced by the experiences of the teacher, providing fertile ground for the application of (auto)biographical narratives, since they include the legitimization of the person who becomes a teacher.

In the six works presented, the use of (auto)biographical narratives seeks to understand being a teacher and being in the profession, strengthening the perspective of Nóvoa (2002) when he states that the identity process involves analyzing and knowing what the teacher is as a person and the implications for exercising the profession. Self-knowledge then appears as one of the possible paths presented by the use of (auto)biographical narratives. The studies that make up group 2 are numbers 2, 3, 4, 6, 10, 11, 17, 22 and 23.

Work number 2 is a dissertation that was developed at UNIPAMPA by Jossele Lima Vieira Rondan in 2021. In her work, entitled “A construção de narrativas (auto)biográficas na formação de professores em tempos de cibercultura” (The construction of (auto)biographical narratives in teacher training in times of cyberculture), Rondan (2021) aims to understand how students of a distance learning degree in Languages, offered by the Universidade Federal do Pampa, recognize their experiences in teacher training through the construction of (auto)biographical narratives. The

dissertation therefore addresses the use of (auto)biographical narratives in teacher training based on experiences.

The third work, a dissertation developed at UFES in 2019 by Roberta da Costa Abreu, is entitled “Formação docente à luz das narrativas (auto)biográficas” (Teacher training in the light of (auto)biographical narratives). The aim of Abreu's dissertation (2021) was to investigate the reflective process of PIBID participants in the chemistry degree course at the UFES Alegre Campus in the context of their experiences based on (auto)biographical narratives.

The fourth work was developed by Tatiana de Camargo Schiavon in 2020 at UFSC with the title: “Composição de formação: narrativas (auto)biográficas como acordes do formador professor” (Composition of formation: (auto)biographical narratives as chords of the teacher trainer). The aim of Schiavon's dissertation (2020) was to find out the profile of the trainers and the reasons that led them to become trainers, as well as to identify convergences and divergences in relation to the constitution of the self in the lived experience.

Work number 6 was carried out at UFSM in 2015 by Douglas Rodrigo Bonfante Weiss. It's a master's dissertation entitled “A formação de professores de acordeom do Rio Grande do Sul: narrativas (auto)biográficas” (The training of accordion teachers in Rio Grande do Sul: (auto)biographical narratives). Weiss (2015) investigates the formative paths of accordion teachers from different cities in Rio Grande do Sul, by analyzing their life stories, told through narratives, with the aim of understanding their formative experiences.

The 10th study found in the research is a dissertation and was developed in 2017 at UFMS by Maycon Douglas Ferreira with the title “Narrativas (auto)biográficas no PIBID: espaços de problematização na/para a formação de professores de Matemática” (Autobiographical narratives in PIBID: spaces for problematization in/for the training of mathematics teachers). The aim of Ferreira's dissertation (2017) was to investigate the potential of (auto)biographical narratives in the training of mathematics teachers in the Programa Institucional de Bolsas de Iniciação à Docência (PIBID), in the area of Mathematics at INMA/UFMS, Campo Grande Campus.

The 11th work is a dissertation developed at UNEB in 2020 by Dayana Karla Barbosa da Silva with the title “A formação inicial docente na extensão universitária: narrativas (auto)biográficas de estudantes de licenciatura em Letras Espanhol” (Initial teacher training in university extension: (auto)biographical narratives of Spanish language degree students). Silva (2020) aims to understand the initial teacher training process of undergraduates in Spanish language at UEFS, through an investigation that involved former and current scholarship holders from the extension program Núcleo PALLE (Programa de Aprimoramento em Línguas e Literaturas Estrangeiras).

Work number 17 is entitled “Narrativas (Auto)biográficas e a formação matemática de pedagogos no contexto do Programa Institucional de Bolsa de Iniciação à Docência PIBID: diálogos entrecruzados e pesquisa-formação” (Autobiographical narratives and the mathematical training of pedagogues in the context of the Programa Institucional de Bolsa de Iniciação à Docência (PIBID): intersecting dialogues and research-training). It was developed by Luiz Gustavo Rodrigues Marcondes at UFSC in 2022. Marcondes' (2022) dissertation aims to understand the marks provided by research-training spaces focused on Mathematics Education within the Programa Institucional de Bolsa de Iniciação à Docência. The research uses (auto)biographical narratives within a collaborative process of initial teacher training for elementary school teachers.

The 22nd work presented on the table was developed by Alexandre Ferreira da Silva at UNICID in 2021. In his dissertation, entitled “Narrativa (auto)biográfica e a dimensão pictórica da ‘colcha de retalhos’: a experiência estética como autonomia e emancipação dos sujeitos no curso de Pedagogia” (Auto-biographical narrative and the pictorial dimension of the “patchwork quilt”: the aesthetic experience as autonomy and emancipation of the subjects in the Pedagogy course), Silva (2021) aims to understand the meaning of the aesthetic experience in its pictorial dimension in the training of teachers in the Pedagogy course and the images of the patches constructed by the participants of the Colcha de Retalhos training device.

The 23rd work, whose title is “Narrativas (auto)biográficas: a mediação da literatura infantil nas trajetórias formativas de uma professora de classe multisseriada”

(Autobiographical narratives: the mediation of children's literature in the formative trajectories of a multigrade class teacher), was developed by Julia Bolssoni Dolwitsch in 2019 at UFSM. In her dissertation, Dolwitsch (2019) aims to understand, through (auto)biographical research, how children's literature influenced the formative trajectories of a literacy teacher from a multigrade class who worked as a tutor in the Programa Pró-Letramento.

Consideration of the journey we have been through can help us understand the subject and their teacher training. This prerogative is based on the studies of Pineau (1988, 2014) and Josso (2007, 2012), focused on the approach of life history and training, and presents the importance of attributing meanings to lived experiences. This discussion is present in the eight papers in group 2, in which teacher training is investigated on the basis of life experiences, which can be formative and affective. The studies that make up group 3 are numbers 5, 7, 8, 14, 15, 16, 18 and 24.

The work “O processo de formação docente da Pedagogia Waldorf: narrativas (auto)biográficas de professoras em formação” (The process of teacher training in Waldorf Pedagogy: (auto)biographical narratives of teachers in training) is the fifth in the table. It was developed in 2017 at UFSC by Maria Martha Stussi Fernandes and is a master's dissertation. Fernandes (2017) aims to understand the formative marks and impacts of training through the (auto)biographical narratives of three teachers.

Work number 7, whose title is “Narrativas (auto)biográficas e formação de professores: tessituras sobre as trajetórias formativas de professores da Educação de Jovens e Adultos” (Autobiographical narratives and teacher training: insights into the training trajectories of Youth and Adult Education teachers) was developed by Jackeline Silva Cardoso at UNEB in 2018. Cardoso (2018), in her dissertation, aims to understand, through (auto)biographical narratives, the training trajectories of Youth and Adult Education (YAE) teachers at a municipal public school in Guanambi. She also seeks to understand how these trajectories can contribute to reflecting on teacher training for the YAE.

The eighth work indicated in the table was developed by Erica Alves Barbosa Medeiros Tavares at UFSC in 2022. The title of the thesis is “Narrativas (auto)biográficas

de professoras surdas: um olhar para a aprendizagem da docência” (Deaf teachers' (auto)biographical narratives: a look at learning to teach). Tavares (2022) aims to analyze the teaching learning process of three deaf teachers who work with children in kindergarten and in elementary school.

The 14th paper was developed by Cristiane Ribeiro Cabral Rocha at UEMS in 2016. In a dissertation entitled “Quando contar de si desvela uma história sobre nós’: narrativas (auto)biográficas de professores iniciantes egressos do curso de Pedagogia da UEMSD/Campo Grande” (“When talking about yourself unveils a story about us”: (auto)biographical narratives of beginning teachers graduating from the Pedagogy course at UEMSD/Campo Grande), Rocha (2016) aims to analyze the course's contributions to the initiation into teaching of Pedagogy graduates.

The 15th paper, whose title is “Narrativas (auto)biográficas, processos de aprendizagem da docência e desenvolvimento profissional de professores que ensinam Matemática: Contribuições para o campo da Educação Matemática” (Autobiographical narratives, teaching learning processes and professional development of teachers who teach mathematics: Contributions to the field of mathematics education), was developed in 2021 at UFSC by Fábio Gomes Lagoeiro. The aim of Lagoeiro's dissertation (2021) was to investigate aspects related to the processes of learning to teach and professional development as evidenced by research based on the (auto)biographical narratives of teachers who teach mathematics.

The 16th work was developed by Leticia Pacheco de Mello Trotte at UERJ in 2021 and is a master's dissertation entitled: “Narrativas (auto)biográficas das professoras que ensinam Matemática nos anos iniciais: aprender para ensinar, ensinar para aprender” (Autobiographical narratives of teachers who teach mathematics in the elementary school years: learning to teach, teaching to learn). Trotte (2021) aims to understand, through the (auto)biographical narratives of teachers, the relationship between the student journey and teaching practice, also seeking to identify the repercussions on the construction of being a math teacher in the elementary school years.

The 18th work was developed by Everton Santos Paixão at UFBA in 2023. In his dissertation, entitled “Narrativas (auto)biográficas de um docente em (an)dança” (Autobiographical narratives of a dance teacher), Paixão (2023) sets out to understand the weaving of meanings and experiential plots underlying the ways in which the author constitutes himself as a dance teacher.

The 24th work presented on the table was developed by Eliana Agassi de Castro in 2010 at UNICID. In her dissertation, entitled “Formação continuada por meio de narrativas autobiográficas: um fomento ao autoconhecimento” (Continuing education through autobiographical narratives: a promotion of self-knowledge), Castro (2010) aims to analyze the importance of autobiographical narratives in the continuing training of education professionals.

Teacher training, whether initial or ongoing, is influenced by exchanges, the social and cultural context, the subjectivities involved, in short, it is a dynamic formation that shapes and also transforms. From this perspective, the approach of narratives in biographical research takes into account the unspoken and the invisible, which also guide practices.

The papers in group 3 deal with the relationship between professional career and teacher training, considering the implications for teaching practices in their collective and singular aspects. According to Moita (2002, p. 11), having access to the way each person is formed means taking into account the uniqueness of their history and, above all, the way they act, react and interact with their contexts.

4 Conclusions

Considering the teacher's perception of the context in which they are inserted is fundamental to promoting reflection on their practice. The approach of (auto)biographical narratives reinforces that self-analysis promotes training, knowledge and contributes to the understanding of teacher training processes.

The results found in this review indicate the diversity of works that seek to understand the process of teacher training through the valorization of subjectivities, a practice based on narratives as an approach to biographical research.

This diversity reveals the fertile field of the subject and the plurality found when listening to teachers. Although it is an expanding field, the research also reveals that there is still a lack of studies, mainly doctoral research, on the subject, thus highlighting an important path to be explored.

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