

THE APPROACH TO LIFE STORIES IN THE TEACHING PROFESSION: A CONTRIBUTION TO THE HISTORY OF EDUCATION, ITINERANCIES TRAINING AND SELF-KNOWLEDGE

Abstract

The increasing approach to the autobiographic method or life stories is due to the rise of interest in the subjectivity inherent in the exercise of the teaching role. Therefore, on the formative path, the variety of studies and publications on the lives of teachers and their training paths based on the use of biographies, proves to be of important value, since it favors replacing teachers as a central topic of the debate on educational research. Through bibliographical research methodology, this article raises the following reflection: What is, in fact, the importance of approaching the life stories for the teacher education and the studies in the history of education? One aim, therefore, to discuss this issue pointing out that the use of the approach of the life stories as methodology seeks to prioritize the gathering of information contained in personal life, not a mere fact description but a memory building effort, attributing new meanings. Noting that it is not possible to discuss education without delving into issues related to the subjects of this process, subjects who made it and thought about it, the educational reality they lived, and thus contribute significantly to education research.

Keywords: *Autobiographic method. Life stories. Education. Teaching education. Educator.*