Abstract
This paper deals with the production of narratives by students on the biology education teachers’ undergraduate program at Universidade de Brasilia, in the light of the ideas of Larrosa about the wisdom of experience as well as the methodological and empirical framework of autobiographical narratives. The narratives were produced in two undergraduate courses and show how the students could make a self-reflection about their journey to become a teacher, from their past as students of basic education to their experience in the supervised training courses. The elements that guide the reflections highlight the role of subjectivity in teacher education, the act of narration as a facilitator of self-understanding and the role of autobiographical narratives as a research methodology and as an instrument of teacher training.

Keywords
Biology teaching, Autobiographical narratives, Teacher training, Reflection.