



## **Análisis de la construcción de identidad profesional en profesores excelentes: encontrando al SER formador de docentes [**

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text (article)

Analítica

This study rises from the interpretative paradigm with a qualitative methodology. It aims to follow the experiences and biographies of seven university professors who train future educators in a Chilean university's education department. Also, the faculty studied are perceived and considered as "excellent" by their students. Through in-depth interviews and analysis of narratives, we have unveiled the journey they have gone through in their experiences and experiences as individuals and as teachers. The main results show us that these teachers have been built in a coming and going of experiences, situations, and circumstances, evaluated in different ways, enriching their personal lives and contributing to strengthening their professional work. They also indicate that their construction as teachers has had to do with their first experiences as children through play; the presence of daily situations that influenced their early vocation and their taste for teaching, and the contact with good teachers at different times in their lives have contributed significantly to their professional identity and commitment to the training of future teachers

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