**Teacher students and their subjective “relationship to knowledge”.**

Work on signifiers in interview-research.

Dr. Weber Jean-Marie

University of Luxembourg

Paper abstract

This communication is an insight on the project about the “(non-) transformation of relation to knowledge” of teacher trainees. The project focuses on the decision to get secondary-school-teacher and the personal relation to knowledge of these persons. This subject is linked to the biography of these persons: How they developed the personal relation to knowledge? How does this relation influence their decision to teach and their teaching styles? This project analyse the intra- and inter-subjective conflicts and symptoms this brings about. Finding themselves as teachers-trainees in new situations, they are basically in search of new ideas, new ideals, new signifiers, and of an overhaul of their relation to knowledge, that is to say of a new positioning in relation to knowledge. In this new situation, some of them ask themselves who they are and from what they derive pleasure or *jouissance (enjoyment)*. The questions we set out to investigate were what their relation to truth is, and how they experience themselves as divided subjects of their knowledge.

For this reason ten students from Luxemburg and Switzerland get interviewed four times (at the beginning, two times during the formation and once after the closure of formation). The lightly structured interviews (which include narrative parts) are analysed with the theory of signifier and desire of Lacan. Because of the four interviews we can see if (and how) the relation to (unknown-) knowledge and ignorance diversify and the process of professionalization continues. This method, in our opinion, is one possibility to respect the subjectivity of the interviewees as well as of the researcher.

Keywords: interviewing, work on signifiers, psychoanalysis, symptom.