

Patrimônio cultural no âmbito escolar no município de Primavera do Leste/MT (1990-2012): entre a experiência e o institucional

Cultural heritage in educational scope at the town of Primavera do Leste/MT (1990-2012): between the experience and the institutional

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RESUMO



A partir da década de 1980 ampliaram-se debates sobre a definição de Patrimônio Cultural entre os órgãos responsáveis pela sua preservação. Nesta pesquisa, tais concepções são relacionadas ao espaço escolar, em duas escolas estaduais, no município de Primavera do Leste, Mato Grosso. O cotidiano e as experiências destas comunidades escolares (alunos e educadores) são analisados por meio de questionários socioeconômico e cultural, entrevista e fotografias. Consideramos a produção cultural alimentada por práticas de educadores e de alunos advindos de diferentes grupos étnicos e/ou culturais, de diversas regiões do Brasil. Estas implicações estão pulverizadas nas práticas escolares, nos hábitos alimentares, nas danças, nas linguagens verbais, e são consideradas nas percepções de Patrimônio Cultural escolar. A partir deste contexto investigamos no espaço escolar comparações referentes às noções de Patrimônio Cultural, elencando os apontamentos dos grupos que compõem as escolas em análise, e se existe uma relação direta entre o que foi estabelecido pelos órgãos responsáveis pelo Patrimônio e pela preservação cultural da sociedade no Brasil.

Palavras-chave: Patrimônio Cultural. Espaço escolar. Práticas.

ABSTRACT



From the 1980s on, there has been an increase on debates regarding the definition of Cultural Heritage among the agencies responsible for its preservation. In this research, these concepts are related to the school environment, in two state schools in the town of Primavera do Leste, Mato Grosso. Everyday experiences of these school communities (students and educators) were analyzed through socioeconomic and cultural questionnaires, interview and photographs. We consider the cultural production fed by practices of educators and students from different ethnic and/or cultural groups, from various regions of Brazil. These implications are scattered in school practices, in eating habits, in dances, in verbal languages, and are considered in the perceptions of school Cultural Heritage. From this context we investigate in the school environment comparisons referring to the notions of Cultural Heritage, listing the points of the groups that compose the schools in analysis, and if there is a direct relationship between what was established by the agencies responsible for the Heritage and the cultural preservation of the society in Brazil.

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and cultural questionnaires, interviews and photographs. The cultural production fueled by practices of educators and students coming from different ethnic and/or cultural backgrounds, from various regions of Brazil, have been considered. The implications are sprayed on school practices, eating habits, dances, in verbal language, and are considered in the perceptions of schools' Cultural Heritage. In this context, we investigate comparisons of notions of Cultural Heritage, listing the notes from the groups that comprise the analyzed schools, and whether there is a direct relationship between what was established by agencies responsible for this inheritance, and the actual preservation of such cultural heritage and society in Brazil.

Keyword: Cultural Heritage. School space. Practices.