

## OPINION B



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**Opinion** - The article is indicated as approved, with mandatory changes, suggestions and notes have been made in the text and the necessary observations for adequacy placed in this opinion. All the comments made in the text and in this opinion are made with the aim of contributing to the authors' work and making it possible to further develop its quality.

The article fits the scope of the journal, presenting a relevant and current topic as well as a good development of the argument proposed by the authors.

**ATTENTION:** All changes to the text should be made in red for identification purposes.

**NOTE:** In addition to the necessary changes, observations have also been recorded at the end of this opinion, elaborating a little more on some points that can be modified in a non-mandatory way by the authors.

**MANDATORY CHANGES** (are marked in red, underlined and bold in the text with comments submitted):

- In the abstract, the sentence that discusses the methodology makes no sense, it needs to be elaborated in such a way as to present methods and not just say methods were used, without specifying anything. We recommend reducing the sections that analyze the results in order to better present the methodology
- The use of words to refer to disabilities as defects needs to be reviewed
- The methodology does not present any author who can theoretically support the use of the selected methods, nor does it show any theoretical support that affirms the relevance of a literature review study for the development of current themes, theoretical support is needed to affirm that this method of work is in fact efficient for the development of contemporary themes.
- There are doubled references and references in which the name of the author in the citation does not correspond to what was recorded in the final list.

#### OTHER CHANGES (non-mandatory)

**General:** Further development of the conclusions is recommended, pointing not only to the possibility of pedagogical methods being something that contributes to children's development, but also how the pedagogical component contributes, how the education system can affect this development, the relevance of selecting the right pedagogical methods and how all this would work within a teaching situation. The text, despite talking about education, ends up putting a lot of emphasis on the physiological issue and also on the issue of problems in physical or mental development, the conclusion should be used to tie all of this together with the educational issue more clearly, It is the space the authors have to work through all the analysis and theoretical exposition that has been done previously and confront this vast theoretical framework with their objectives and research questions, making notes and directions on how these things interact, education and psychomotor development issues, in a detailed way aimed at showing readers what mental paths the authors took when they set out to do this analysis.