PARECER A

How to reference this paper:

Editor: Prof. Dr. Sebastião de Souza Lemes
Deputy Executive Editor: Prof. Dr. José Anderson Santos Cruz

SUMMARY FOR THE EDITOR

The article provides an insightful analysis of how modern methodologies can contribute to the development of key competencies in early childhood education, particularly in response to the demands of an increasingly digital and globalized world. The proposal is timely and relevant, supported by a solid methodology that combines document analysis, questionnaires, and experimental research.

However, the introduction still exhibits certain weaknesses: there is a lack of clear delineation of the research problem, no explicit theoretical foundation, and the study's objectives are not clearly stated. Furthermore, the data analysis could be more thorough, especially regarding the study's methodological limitations.

The manuscript presents sound arguments, effectively bridging theory and practice, and has strong potential for application, especially for policymakers. Nonetheless, it would be valuable to further develop the practical aspects related to technology use and to reformulate the conclusion to reinforce the scientific contribution of the work.

Overall, the article engages with current scholarship and addresses an extremely relevant topic for contemporary early childhood education.

ARTICLE ANALYSIS

INTRODUCTION

The article aims to study and evaluate the effectiveness of implementing modern methodological approaches to foster key competencies in preschool-aged children. Digitalization, globalization, and the transformations of the modern era demand continuous updates to educational systems and learning approaches, beginning in early childhood.

Nonetheless, there are areas in the introduction that require improvement:

• Absence of a clear research problem definition: Although the text refers to societal changes and the need to develop competencies in children, it lacks a specific problem statement that directs the reader toward the central objectives of the article;

• Lack of initial theoretical contextualization: While competencies and current challenges are mentioned, no authors or theories are introduced to substantiate these initial assertions;

• Unstated objectives: The introduction does not clearly articulate the purpose of the study.

CRITICAL ANALYSIS

The article presents a relevant and contemporary perspective by discussing the necessity of continuously updating educational systems to address the challenges posed by

digitalization, globalization, and social change, particularly within early childhood education. The methodology employed, which integrates document analysis, questionnaires administered to educators and parents, and experimental research using control and experimental groups, represents a strong point of the study.

On the other hand, while the article provides quantitative data indicating significant improvements in children's competencies resulting from the application of integrated methodologies, its critical analysis of these findings is insufficiently developed. More detailed reflections on potential study limitations—such as sample size, respondent bias, or the duration of the intervention—are needed.

STRENGTH OF THE ARGUMENT

The manuscript offers a consistent and well-structured argument, grounded in both theoretical references and empirical data. It clearly demonstrates that the combination of traditional practices and the use of technology can be highly effective in fostering essential competencies in young children. This balance between theory and practice lends the article not only scientific credibility but also considerable potential for application in policy formulation, school management, and research on early childhood development.

LIMITATIONS AND OPPORTUNITIES

The article contributes significantly to the field of early childhood education, particularly in reflecting on how to reconcile traditional methods with innovative approaches in developing children's core competencies. However, it also presents several limitations:

• Technology is introduced as a promising starting point, but the discussion remains somewhat generic. The manuscript would benefit from a deeper exploration of practical issues directly affecting implementation, such as unequal access to digital resources, the need for adequate teacher training, and institutional resistance to change;

• The conclusion needs to be reformulated to more explicitly address the study's objectives and research problem, emphasize its relevance, and present insights not already discussed in the main text.

ENGAGEMENT WITH OTHER AUTHORS

Dai and Liu (2020) investigated parental anxiety during the transition from early childhood education to primary school, identifying coping strategies through a questionnaire on educational anxiety. Kang and Gim (2022) examined how maternal behavior influences children's school adaptation during the first year, based on self-esteem developed in preschool.

Xie and Li (2022) highlighted the role of music learning in reducing cognitive load among young children, presenting the interactive prototype Music Magician. Li and Liu (2020) argued that big data significantly impacts the restructuring of early childhood

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education models. Yeremenko et al. (2022) advocated for sequential training progressing from simple practices to theoretical and practical activities, culminating in pedagogical practices to enhance children's competencies. Finally, Relkin and Bers (2021) demonstrated that the TechCheck-K instrument is suitable for assessing young children's use of computational technology in early education contexts.

CURRENT RELEVANCE

The topic addressed in the article is highly relevant, as early childhood education must keep pace with the rapid changes of a digitalized and globalized world. At this stage, it is critical not only to develop basic knowledge but also to foster social, emotional, and cognitive competencies that prepare children for both life and schooling. Moreover, the growing use of technology demands innovative pedagogical methods to promote holistic development suited to contemporary challenges

FINAL REMARKS

The article provides a relevant discussion on the implementation of modern methodologies for developing competencies in young children, in light of the challenges posed by digitalization and globalization. Its methodology—combining document analysis, questionnaires, and experimental research—offers solid support for the findings.

However, the introduction requires a clearer definition of the research problem, stronger theoretical grounding, and an explicit statement of the objectives. While the data analysis is positive, it lacks critical depth regarding methodological limitations such as sample size and potential biases.

The argument is consistent and balanced, demonstrating the potential of integrating traditional methods with technology. Nevertheless, the discussion on practical challenges related to technology use (access, teacher training, institutional resistance) should be expanded. The conclusion should also be revised to more effectively address the research problem and underscore the significance of the study. The article engages well with recent scholarship and addresses a timely and highly relevant topic, crucial for preparing early childhood education to meet today's societal and technological demands.

MANDATORY REVISIONS

We request that the revisions made be highlighted in yellow in the manuscript. Key aspects that require adjustments include:

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• The results should be better organized into subthemes or categories;

• The manuscript contains overly broad statements about the contemporary world and the growth of information—adjustments in the organization of ideas are necessary.

Processing and editing: Editora Ibero-Americana de Educação

Proofreading, formatting, normalization and translation