

## Professional Competencies of Early Childhood Education Teachers from a Praxeological and Transdisciplinary Perspective: an integrative Review

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### ABSTRACT

This article presents an integrative review aimed at identifying and structuring the professional competencies of early childhood education teachers through a praxeological and transdisciplinary approach. The central objective was to determine these professional competencies from a praxeological and transdisciplinary perspective: an integrative review. The integrative review method was employed, encompassing phases of problem delimitation, source search and evaluation, thematic analysis, and categorical synthesis. On the other hand, the findings were grouped into four competency axes: praxeological, transdisciplinary, pedagogical-relational, and organizational-community. Thus, it can be inferred that the praxeological-transdisciplinary framework not only expands the repertoire but also reconfigures teaching professionalism as a dynamic network of pedagogical discernment, contextual inquiry, collaboration, and ethical commitment.

**Descriptors:** continuing education; early childhood education; praxeology; transdisciplinarity; teaching competencies; integrative review.

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