Pedagogical communication skills of preschool teachers: An analysis of spoken language, behavior and gesture communication, and educational tools in early childhood education

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Abstract

Effective pedagogical communication is an essential skill for preschool educators, as it directly influences children's cognitive, emotional, and social development. Preschool teachers employ various communication methods, including spoken language, behavior, and gesture communication skills, as well as the utilization of educational resources that enhance interactivity and engagement in learning. However, disparities in skill levels exist due to differences in training and institutional support. This study analyzes the present condition and competence of preschool educators in employing pedagogical communication tools, concentrating on three primary skill domains: verbal communication, non-verbal indications, and the utilization of educational tools and toys. A cross-sectional survey was performed with 300 preschool educators and 30 administrators from 10 public preschools in Hanoi and Thai Nguyen, Vietnam. Participants evaluated their communication skills on an 18-item questionnaire employing a five-point Likert scale. Data were examined utilizing SPSS 20.0, employing mean scores, standard deviations, and frequency distributions. Research reveals that preschool educators' skills in communication were assessed at an average level (M = 2.96, SD = 0.50). The highest-rated skill group was the utilization of educational tools and toys (M = 3.15, SD = 0.42), whereas spoken language (M = 2.92, SD = 0.53) and behavior and gesture communication skills (M = 2.81, SD = 0.54) received lower ratings. Improvements are required in utilizing verbal communication to regulate children's interactions and in augmenting non-verbal signals. The research underscores the necessity for specialized training initiatives to enhance educators' communication skills, specifically in non-verbal and interactive verbal methods, to elevate the quality of preschool education.

Keywords: Behavior and gesture communication skills, Early childhood education educational tools, Pedagogical communication skills, Preschool teachers, Spoken language.

1. Introduction

Effective pedagogical communication is an essential skill for preschool educators, as it directly influences children's cognitive, emotional, and social development [1-3]. Communication in early childhood education extends beyond basic verbal interactions, incorporating spoken language, behavioral and gesture communication skills, and the utilization of educational resources that enhance interactivity and engagement in learning. Studies indicate that when educators proficiently employ pedagogical communication techniques, they can markedly improve children's language acquisition, self-expression, emotional regulation, and problem-solving abilities [4, 5]. Moreover, proficient communication skills allow educators to cultivate trusting relationships with students, promoting a sense of security, confidence, and motivation to learn. Nonetheless, despite the acknowledged significance of instructional communication, differences exist in teachers' communication competencies, shaped by characteristics like educational background, professional training, institutional support, and resource accessibility [6, 7]. Considering these variations, there is an urgent need for systematic research to evaluate the present proficiency of preschool teachers' communication abilities and their efficacy in the classroom.

In preschool environments, educators employ diverse pedagogical communication tools, categorized into three main skill groups: spoken language, behavior and gestures, and the use of educational tools and toys. Proficient spoken language skills encompass accurate pronunciation, expressive intonation, suitable tone, and diverse vocabulary, all of which enhance effective education and foster meaningful relationships with children [8-10]. This encompasses not only the clear delivery of lessons but also the posing of open-ended questions, providing comprehensive responses to children's inquiries, and participating in reciprocal dialogues to enhance their communication abilities. Furthermore, educators must modify their language according to children's cognitive and linguistic progression, guaranteeing that instructions, explanations, and narratives are intelligible, captivating, and developmentally suitable [11]. Research has highlighted that when educators employ diverse and sophisticated language, they facilitate the enhancement of children's linguistic capabilities, problem-solving abilities, and social skills [12, 13].

Besides verbal communication, behavioral and gesture communication skills—such as eye contact, facial expressions, gestures, and body language—are essential in reinforcing messages, conveying emotions, and enhancing children's understanding [14-16]. Studies indicate that when educators employ warm and encouraging facial expressions, open body language, and supportive gestures, children experience increased comfort, engagement, and confidence in their interactions, hence fostering a pleasant learning environment [17-19]. Moreover, non-verbal signals are crucial for expressing empathy, support, and comfort, especially for young children who may still be refining their verbal communication abilities. A teacher's capacity to employ deliberate and expressive gestures, such as nodding in affirmation, using hand movements to elucidate a subject, or applauding to recognize a child's accomplishment, can reinforce positive conduct and sustain classroom engagement. The research underscores the importance of eye contact, as it enhances attentiveness, fortifies connections, and facilitates social-emotional bonding [20].

The utilization of educational tools and toys in communication is crucial for active learning, sensory-motor development, and cognitive engagement [21, 22]. Educators who utilize visual aids, storytelling props, interactive materials, and play-based tools can improve children's conceptual comprehension, creativity, and passion for learning [23]. Storytelling puppets enhance course interactivity, while picture cards and flashcards increase vocabulary acquisition and memory retention. Moreover, play-based communication instruments—such as role-playing toys, construction blocks, and musical devices—facilitate the development of critical problem-solving, collaboration, and decision-making abilities in children through peer interactions and structured play [24, 25]. Effectively utilizing these tools necessitates creativity, adaptation, and training in their integration into lesson plans to optimize engagement and learning outcomes. Research indicates that educators who consistently utilize tactile resources and organized play activities are likely to enhance curiosity, motivation, and engagement in preschool-aged children [26].

The three elements of pedagogical communication—verbal language, behavioral and gesture communications, and the utilization of educational tools—are interrelated and must be cultivated concurrently to facilitate effective communication in preschool environments. Educators adept in all three domains are more capable of fostering supportive and exciting learning settings, thereby assisting students in building confidence, enhancing self-expression, and participating in significant social interactions [27, 28]. Research reveals that numerous preschool educators lack formal training in non-verbal communication approaches and the integration of play-based learning tools, potentially affecting the quality of classroom interactions [29-31]. Addressing these deficiencies through professional development programs and teacher education activities is crucial for enhancing early childhood education outcomes.

Notwithstanding the significance of these communication skills, numerous preschool educators encounter difficulties in their effective application during everyday classroom interactions, attributable to insufficient professional training, poor resources, and disparities in school environments [32]. Despite Vietnam's early childhood education policies prioritizing child-centered and interactive learning methodologies, numerous preschool educators persist in utilizing conventional teaching techniques, thereby hindering the enhancement of children's communicative and social competencies. Moreover, regional variances in teacher preparation programs result in considerable variations in teachers' proficiency in employing pedagogical communication tools effectively. Educators in remote or under-resourced schools may encounter significant obstacles in obtaining professional development opportunities, thus hindering their adeptness in employing varied communication strategies [33]. These problems underscore the necessity for empirical study to evaluate the present condition of preschool teachers' pedagogical communication competencies, discern strengths and weaknesses, and offer actionable recommendations for enhancement.

This study intends to examine the present condition, proficiency, and manifestation of preschool educators' skills in employing pedagogical communication tools, emphasizing spoken language, non-verbal behaviors, and the utilization of

educational elements and toys. This research used a five-level rating system to assess teachers' skills in three skill areas, providing data-driven insights into the strengths and weaknesses of communication methods in Vietnamese preschool education. This study's findings will enhance teacher training programs, inform early childhood education legislation, and improve communication tactics in preschool environments. This research will offer significant recommendations for legislators, school administrators, and teacher education institutions, ensuring preschool teachers obtain sufficient training and resources to improve their pedagogical communication abilities. This project aims to enhance the creation of engaging, inclusive, and developmentally suitable learning settings for preschool children by addressing communication problems.

2. Methods

2.1. Participants

Thirty preschool managers and three hundred preschool teachers from public preschools participated in the study. The purpose of the participant selection process was to guarantee a thorough evaluation of preschool teachers' present proficiency with communication tools when working with young children. The sample comprised managers in charge of supervising and directing educational activities within their organizations, as well as teachers who were actively involved in educating and interacting with preschoolers on a daily basis.

Ten public preschools participated in the study, five of which were in Thai Nguyen Province and five of which were in Hanoi City. A broader understanding of how communication technologies are used in various contexts was ensured by this decision, which allowed for a diverse representation of metropolitan and provincial educational environments. The inclusion of schools from both provincial and metropolitan locations illuminated potential differences in expression and skill levels that may be influenced by institutional, resource-related, and geographic factors.

The study sought to provide a comprehensive understanding of the efficacy, difficulties, and best practices associated with the use of communication tools in preschool education by integrating viewpoints from both managers and instructors. The research findings' dependability and relevance were enhanced by the participant selection procedure, which was designed to represent a representative and balanced sample of public preschool teachers.

2.2. Measurement

Through an evaluation of three component skills—skills in spoken language (items 1–6), behaviors and gestures (items 7–12), and tools and toys (items 13–18)—the study assesses the present state, degree, and expression of communication means usage skills. Participants rate their proficiency on a five-point Likert scale, ranging from Very Low (1 point) to Very High (5 points) for each skill. A standardized assessment of communication abilities across several disciplines is made possible by this grading system.

The sum of the scores from all 18 items determines each participant's overall score. The lowest possible total score is 18, and the highest possible total score is 90, since each item can be graded from 1 to 5. The overall score is transformed into an average score for each item, represented by X, where $1 \leq X < 5$, to enable a consistent interpretation of the results. Regardless of differences in the overall raw scores, this modification guarantees that the evaluation is consistent among participants.

Five different categories are used to classify skill levels based on the computed X value. Very Low is defined as a score between 1.0 and 1.8, and a Low level of talent expression is defined as a score between 1.8 and 2.6. Participants are categorized as having an average degree of skill proficiency if their scores fall within $2.6 \leq X < 3.4$. Participants with scores between $4.2 \leq X \leq 5.0$ show Very High levels of communication means utilization skills, while those with scores between $3.4 \leq X < 4.2$ show High levels.

This measurement strategy offers a methodical framework for evaluating how much people use different kinds of communication. The study guarantees a clear and consistent interpretation of participants' communication skills across several skill areas by classifying skill levels in this way.

2.3. Procedures

The study was carried out over 18 months, from November 2015 to May 2017. The investigation adhered to a systematic methodology, encompassing survey design, data gathering, and analysis, to guarantee the precision and dependability of findings concerning the expression and proficiency of preschool teachers in utilizing means of communication with preschool children.

During the preliminary phase, from November 2015 to March 2016, the research team created the survey instrument, ensuring its alignment with the study objectives. The questionnaire aimed to evaluate the opinions of educators and administrators regarding the utilization of means of communication in preschool environments. A pilot study was conducted with a limited cohort of educators to assess the clarity and efficacy of the survey items. Modifications were implemented in response to feedback prior to commencing comprehensive data collection.

The data gathering period was from April 2016 to December 2016. Surveys were conducted with 300 preschool educators and 30 administrators from 10 public preschools—five located in Hanoi City and five in Thai Nguyen Province. The research team collaborated with school administrators to disseminate and gather the questionnaires, consequently ensuring a high response rate. Furthermore, observations and unstructured conversations were conducted to augment survey data and yield deeper insights into communication strategies inside preschool classrooms.

Data analysis and interpretation were conducted from January 2017 to May 2017. The gathered data were statistically analyzed to assess teachers' proficiency and articulation in utilizing communication tools. Comparisons were conducted between urban and rural preschools to discern any differences or trends. The conclusive results were synthesized into an extensive research report, detailing principal findings and suggestions for enhancing communication tool utilization in preschool education.

2.4. Data Analysis

The data collected from the practical survey were analyzed using SPSS version 20.0 to ensure precise statistical evaluation. The mean (average score) was employed to ascertain the accomplished score for each proposition, the specific content of each skill, and the overall skill group, thus offering a quantitative evaluation of teachers' proficiency in utilizing communication tools. The standard deviation (SD) was computed to illustrate the degree of dispersion or concentration of replies, reflecting the range in skill levels among participants. Moreover, frequency and percentage indices were utilized to examine the distribution of replies, providing insights into trends and patterns in the utilization of communication tools. The statistical tools facilitated a methodical and thorough assessment of the gathered data, leading to dependable conclusions and significant recommendations for enhancing communication strategies in preschool education.

3. Results

The study's findings indicate that preschool teachers had a moderate proficiency in utilizing educational communication tools during interactions with preschool children (M = 2.96, SD = 0.50). The results were classified into three primary skill categories: verbal communication abilities, behavioral and gestural competencies, and proficiency in utilizing tools and toys, with all categories achieving average scores. This indicates that although instructors have a basic proficiency in utilizing communication tools effectively, there is potential for future advancement to improve their interactions with preschool children.

Table 1.
Skills of preschool teachers in employing educational communication instruments with preschool children.

Educational communication instruments	Manifestation	M	SD	Levels of skill
		2.92	0.53	Average
	Know how to use standard spoken language (no lisping, stuttering...)	3.28	0.36	Average
	Know how to use spoken language that is rich in intonation, appropriate to the content and context of communication.	3.06	0.44	Average
	Know how to use flexible, friendly, and gently spoken language to guide children's actions.	2.69	0.67	Average
	Know how to use exclamatory sentences and words flexibly and appropriately.	3.06	0.44	Average
	Know how to use spoken language to control (promote or inhibit) the child's communication speed appropriately.	2.75	0.58	Average
Spoken language skills	Know how to use spoken language to reduce stress and soothe and comfort children.	2.69	0.67	Average
		2.81	0.54	Average
	Know how to combine harmoniously and appropriately between spoken language, eye contact, and non-verbal gestures to encourage, express empathy, and understand children.	2.82	0.55	Average
	Know how to use hands to show friendliness, goodwill, and openness to children.	2.94	0.48	Average
	Know how to move properly, creating fun and excitement in children.	2.79	0.53	Average
	Know how to show friendly, cheerful, trusting eyes.	2.75	0.56	Average
	Know how to actively meet the child's gaze.	2.72	0.59	Average
Behavior and gesture skills	Know how to change facial expressions to match the child's words.	2.81	0.52	Average
		3.15	0.42	Average
	Know how to use toys safely, ensuring hygiene for children.	2.98	0.48	Average
Using tools and toys skills	Know how to use tools and toys to create situations that stimulate children's activeness.	3.14	0.42	Average

Educational communication instruments	Manifestation	M	SD	Levels of skill
	Know how to use toys and equipment appropriate to the distance and communication position between teacher and child.	3.11	0.43	Average
	Know how to design lively lectures rich in images and sounds suitable for illustration.	3.15	0.42	Average
	Always use play materials when organizing purposeful activities for children.	3.19	0.40	Average
	Know how to beautify yourself (hair, clothes, etc.) when interacting with children.	3.32	0.38	Average
Total		2.96	0.50	Average

The spoken language skills of teachers were assessed at an average level (M = 2.92, SD = 0.53), reflecting moderate proficiency in effective verbal communication within preschool environments. Teachers demonstrated the greatest proficiency in employing conventional spoken language devoid of articulation mistakes, including lisping or stuttering (M = 3.28, SD = 0.36). They exhibited moderate proficiency in employing intonation-rich language suitable for various communication contexts (M = 3.06, SD = 0.44) and in utilizing exclamatory phrases and words with flexibility and appropriateness (M = 3.06, SD = 0.44). These skills indicate that teachers possess a fundamental understanding of dynamic spoken language use but may require further training to enhance these elements. Nonetheless, educators demonstrated comparatively diminished proficiency in using spoken language to manage children's behavior in a flexible, amicable, and mild fashion (M = 2.69, SD = 0.67) and in providing solace and comfort to youngsters via verbal communication (M = 2.69, SD = 0.67). Likewise, their capacity to employ verbal communication to modulate the tempo of children's interactions (M = 2.75, SD = 0.58) was also at an average level. The results suggest that although instructors can proficiently employ language for fundamental communication, they may encounter difficulties in using it as a means for behavioral direction and emotional support during preschool interactions.

The evaluation of teachers' behavior and gesture skills yielded an average score (M = 2.81, SD = 0.54), underscoring the necessity for enhancement in the integration of nonverbal communication with verbal language. The most highly scored skill in this area was the capacity to employ hand gestures to convey friendliness, goodwill, and openness towards children (M = 2.94, SD = 0.48), indicating that educators typically utilize body language to foster a welcoming atmosphere. Furthermore, educators demonstrated modest proficiency in integrating verbal communication with eye contact and nonverbal cues to motivate, convey empathy, and comprehend students (M = 2.82, SD = 0.55). Additional nonverbal communication skills, including the utilization of suitable body motions to foster enthusiasm and involvement in children (M = 2.79, SD = 0.53) and exhibiting amiable, joyful, and trustworthy eye expressions (M = 2.75, SD = 0.56), were likewise at an average level. Nonetheless, instructors' capacity to engage with children's gazes (M = 2.72, SD = 0.59) and appropriately modify facial expressions in response to children's verbalizations (M = 2.81, SD = 0.52) was moderate. The findings indicate that although educators utilize body language to engage students, there exists an opportunity to strengthen the synchronization of gestures, facial expressions, and eye contact to improve communication efficacy.

Among the three skill groups, educators had the most proficiency in utilizing tools and toys, albeit still at an ordinary level (M = 3.15, SD = 0.42). This suggests that educators possess a moderate level of confidence in employing educational resources to facilitate communication and learning. The most highly regarded competence in this category was instructors' capacity to present themselves professionally regarding appearance (e.g., hair, clothing) during interactions with children (M = 3.32, SD = 0.38). This indicates that educators acknowledge the significance of their appearance in promoting favorable encounters with young students. Educators showed intermediate proficiency in facilitating the safe and sanitary utilization of toys (M = 2.98, SD = 0.48), as well as in using equipment and toys to generate stimulating scenarios that encourage children's active engagement (M = 3.14, SD = 0.42). Their capacity to choose and employ toys and equipment suitable for the distance and communication dynamics between instructor and child (M = 3.11, SD = 0.43) was assessed as average. Educators demonstrated proficiency in creating captivating, visually stimulating, and interactive classes (M = 3.15, SD = 0.42) and consistently incorporating play materials into organized educational activities (M = 3.19, SD = 0.40).

The findings reveal that preschool educators have moderate skills in utilizing educational communication tools, with an average skill level across all three categories (M = 2.96, SD = 0.50). Although educators typically exhibit competence in verbal communication, gestures, and the utilization of tools and toys, specific domains necessitate enhancement. Teachers require more training in employing verbal communication to manage children's behavior and emotions, as well as in improving nonverbal communication skills, including eye contact and facial expressions, to enhance teacher-child interactions.

5. Discussion

This study's findings reveal that preschool teachers exhibit a modest skill in utilizing educational communication tools, including spoken language, behavior and gestures, and the use of tools and toys. These findings corroborate other studies highlighting the essential function of teacher communication in promoting children's cognitive, social, and emotional growth. Effective communication in early childhood education enhances children's language acquisition, emotional control, and

social competence, which are essential for their overall development [34-36]. In preschool environments, educators' proficiency in employing communication tactics significantly impacts children's academic abilities, self-esteem, motivation, and social adaptation. Nonetheless, although educators in this study demonstrate a general proficiency in utilizing communication tools, specific shortcomings persist, especially in their application of spoken language to direct behavior and offer emotional support. This indicates an urgent need for additional training and professional development to enhance teachers' verbal and nonverbal communication techniques [37].

Teachers exhibited a moderate level of proficiency in spoken language skills. The individual indicators revealed that the highest scores were attained in the use of standard spoken language devoid of speech impairments, indicating that the majority of instructors can sustain clear articulation and accurate pronunciation when interacting with children. Nonetheless, their proficiency in utilizing spoken language to influence children's conduct in a flexible, amicable, and gentle manner was rated lower, suggesting challenges in implementing verbal tactics for behavior regulation without resorting to harsh discipline. This finding aligns with previous research highlighting the significance of positive verbal reinforcement in fostering children's self-regulation and cooperation in educational environments [38, 39]. Educators employing warm and supportive language can improve children's emotional security and cultivate a sense of trust and belonging within the educational setting [40, 41]. Moreover, instructors' proficiency in employing exclamatory sentences and vocabulary with flexibility and appropriateness indicates a commendable degree of expressiveness in verbal communication, which is crucial for captivating young children's attention and fostering engagement. The diminished scores in employing spoken language for emotional reassurance and stress alleviation underscore a deficiency in teachers' capacity to deliver verbal comfort and emotional support to children in distress. This corresponds with other research indicating that educators frequently have difficulties in incorporating empathic language into their daily interactions, which may affect children's social-emotional adjustment and stress management [42]. Professional development programs should prioritize training in emotionally supportive communication skills, enabling instructors to utilize verbal affirmation, calming tones, and compassionate expressions to effectively comfort children.

Teachers demonstrated moderate skills in behavioral and gestural skills. The capacity to integrate spoken language with eye contact and nonverbal gestures to engage youngsters indicates that, although educators acknowledge the significance of harmonizing verbal and nonverbal communication, their execution remains variable. Eye contact is an essential element of effective teacher-child interactions, since it enhances children's attention, security, and engagement in discussions [43, 44]. Nonetheless, the marginally reduced scores in actively engaging the child's gaze indicate that certain educators may find it challenging to maintain significant eye contact, an essential nonverbal signal for fostering rapport and trust with young learners. Moreover, the capacity to utilize hands to convey kindness and openness to children was among the most highly rated competencies, reflecting a widespread recognition among educators of the significance of physical expressiveness. Studies indicate that gestural communication markedly improves children's understanding and involvement in educational activities, as gestures operate as visual reinforcements of spoken messages [45]. Nevertheless, the middling results in adapting facial expressions to correspond with children's verbalizations and emotions indicate that certain educators may find it challenging to convey affective reactions through facial cues, which are crucial for reflecting children's feelings and exhibiting empathy [46, 47]. This discovery underscores the necessity for training aimed at improving instructors' nonverbal expressiveness, enabling them to cultivate abilities in active listening, suitable facial reaction, and supportive body language techniques [48].

The results reveal that preschool educators exhibit moderate to high proficiency in utilizing communication tools, especially in the use of educational toys and visual aids to captivate children in learning activities. Educators proficiently use play materials and storytelling tools in their courses, corroborating research that emphasizes the significance of interactive resources in promoting cognitive, social, and emotional growth during early infancy [49, 50]. Nevertheless, the assurance of toy safety and hygiene earned a little lower rating, consistent with research indicating that early childhood instructors may be deficient in formal training for classroom risk management and sanitation protocols [51]. Moreover, although educators adeptly employ resources to enhance children's engagement, obstacles such as restricted access to superior educational materials may impede the effective execution of play-based learning methodologies [32, 52]. The capacity to enhance one's appearance while engaging with children displays an understanding of professional conduct and teacher-child relationships, which research shows can influence classroom participation and educational results. Notwithstanding these advantages, enhancements in hygiene measures, educator training, and resource distribution are essential to optimize the efficacy and safety of instructional communication tools in preschool environments [53].

This study possesses multiple shortcomings that warrant acknowledgment. The research sample was confined to public preschools in Hanoi and Thai Nguyen, perhaps limiting the generalizability of the findings to other regions or private institutions. Variations in educational resources, training programs, and classroom environments among different preschool settings may affect teachers' proficiency in utilizing communication tools, underscoring the necessity for future research to encompass a more diverse and representative sample. Secondly, the study depended on self-reported evaluations, which may lead to response bias, as educators might have exaggerated or minimized their true proficiency in utilizing spoken language, gestures, and instructional materials. Observational studies or multi-source assessments, such as peer reviews and classroom observations, may yield a more objective evaluation of instructors' communication abilities. The study concentrated on quantitative metrics, thus restricting understanding of the fundamental aspects affecting instructors' communication methods, including training opportunities, institutional support, and personal teaching philosophies. Subsequent studies ought to integrate qualitative methodologies, such as interviews or focus groups, to examine these contextual aspects more comprehensively.

Notwithstanding these constraints, the study possesses significant practical ramifications for early childhood education. The results indicate that professional development programs must prioritize the enhancement of instructors' verbal communication abilities, non-verbal communication strategies, and safety protocols in the utilization of instructional materials. Focused training on effective classroom communication, hygiene regulations, and interactive teaching practices may enhance teachers' engagement with preschool children and foster safe, exciting learning environments. Moreover, legislators and school administrators must prioritize resource distribution to guarantee that preschools possess high-quality teaching materials and sanitary facilities, thereby addressing issues of toy hygiene and safety. Incorporating mentorship programs and peer observation sessions may enhance instructors' communication abilities through collaborative learning and feedback. Finally, considering the growing significance of inclusive education, subsequent research should investigate the variability of teachers' communication skills when engaging with children possessing diverse learning needs, yielding insights into strategies that can enhance equitable and effective teacher-child interactions in preschool environments.

6. Conclusion

This study's findings indicate that preschool teachers demonstrate modest competence in utilizing pedagogical methods of communication, such as verbal language, non-verbal behaviors, and educational tools and toys. Although educators exhibit fundamental proficiency in spoken language, aspects such as employing verbal communication to manage children's interactions and offer emotional support necessitate enhancement. Likewise, while educators employ gestures and facial expressions to captivate youngsters, their proficiency in sustaining eye contact and aligning non-verbal signals with verbal communication is also an area requiring improvement. The most highly ranked skill area was the utilization of educational equipment and toys, demonstrating teachers' awareness of interactive teaching methodologies; yet, concerns about safety and hygiene procedures suggest a necessity for more training in this domain. These findings highlight the need for specialized professional development programs that improve teachers' verbal expressiveness, non-verbal communication skills, and the secure incorporation of educational materials into learning settings. By addressing these deficiencies, legislators and school administrators can enhance teacher training programs, optimize resource distribution, and advocate for best practices in early childhood education. Enhancing preschool teachers' pedagogical communication abilities will lead to more engaging, inclusive, and developmentally suitable learning experiences, promoting improved cognitive, emotional, and social outcomes for young children.

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