

## RESEARCH ARTICLE

# Psychological preparation of physical education teachers in inner Mongolia before class

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## ABSTRACT

The study examines the relationship between psychological preparation techniques and teacher efficiency by enhancing classroom management and communication abilities for effective student engagement. The study focuses on both emotional control and stress management systems as psychological readiness components which improve teaching performance and inclusive educational delivery. Evidence-based evaluation of academic research conducted from 2021 through 2024 relied on a systematic method that utilized the databases Google Scholar, ERIC, CNKI and Scopus for complete material assessment. A qualitative study drew its information from scholarly peer-reviewed articles and conference proceedings as well as case studies to determine effective psychological preparation methods for physical education teachers.

Psychological readiness of physical education teachers leads to better relationships with students while improving communication skills and inclusive student behavior approaches to solve classroom issues. Teacher engagement along with emotional connection in physical education classrooms results from psychological preparation methods that support effective communication. The deployment of AI tools affects psychological adaptation through automatic emotion detection systems alongside tailored educational feedback and adaptable learning spaces based on student achievements. The platforms conduct communication method analysis through teacher voice intonation detection in addition to physical gesture recognition and analysis of facial movements to help teachers develop their teaching methods. Educational software development in Inner Mongolia's multicultural regions produces teacher emotional capabilities and resilience capabilities that build superior teaching conditions throughout regions.

Teachers receive substantial enhancements in their work quality and student success through the unification of psychological preparedness with artificial intelligence systems in physical education classes. Modern educational environments need psychological readiness and AI tools to become foundational elements of teacher training curriculum development according to authorities and educational institutions. Educational facilities require development of inclusive systems and complete teacher training techniques using technological enhancements of space.

**Keywords:** psychology; education; communication; management; AI; social behavior

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## 1. Introduction

Educational methods have radically evolved throughout the twenty-first century by progressing from traditional teacher-based instruction toward a student-centered approach <sup>[1]</sup>. The new education paradigm puts active student participation together with independent learning at the forefront while creating complex situations for educators to handle. Teaching effectiveness requires qualified mastership in content and pedagogical domains but recent research also emphasizes psychological preparation among educators. Educators need to develop emotional regulation skills as well as stress management capabilities and resilience preparation for designing productive classrooms with positive atmospheres. Physical education teachers serving environments where they must manage student physical activities and injuries and motivational needs must demonstrate excellent psychological readiness to perform these unique teaching responsibilities <sup>[2]</sup>. For physical education teachers to maintain their status as effective instructors combined with long-term classroom success they must prioritize psychological preparation <sup>[3]</sup>.

Knowledge about psychological preparation for education continues to grow in importance around the world while this subject matter finds solutions for classroom complexity demands. A study by Moon and Park <sup>[4]</sup>, teachers improve their classroom control abilities after completing psychological readiness training which includes mindfulness and stress reduction techniques. The educational results of providing psychological preparation programs to rural teachers working under resource-limited conditions have demonstrated substantial benefits regarding their classroom management capabilities and their interaction techniques with students <sup>[5]</sup>. The demands of working in difficult educational settings require psychological preparation as a way for instructors to deal with classroom pressures stemming from their large student loads and cultural requirements that create higher stress levels. The educators in rural China particularly those located in Inner Mongolia require additional psychological assistance because they encounter specific developmental obstacles stemming from cultural norms and environmental choices and economic predicaments <sup>[6]</sup>.

Adding psychological training to teaching education curricula produces higher teacher performance coupled with stress reduction and learning advancement mainly among students learning physical education <sup>[7]</sup>. Empirical data from across the globe confirms why psychological readiness should be implemented throughout different education settings to benefit teachers and their students alike.

Physical education brings specific obstacles which underline the essential role of psychological preparation for teachers. Physical education teachers work in shifting spaces with high physical demands since they need to supervise student protection while maintaining behavioral control and motivation on an ongoing basis. Physical education instructors need to teach students concerning their physical aptitudes along with their emotional psychological states specifically when students face physical activity-related stress or anxiety or lack of engagement <sup>[8]</sup>. Teachers need psychological training to handle stressful situations and stimulate uninterested students and prevent dangerous occurrences such as student injuries. Professionals who prepare psychologically perform better at student physical activity intensification while creating safe environments that foster student interest through motivation <sup>[9]</sup>. The research proves that development of psychological readiness leads to stronger job satisfaction together with reduced teacher burnout resulting in higher retention rates throughout teaching professions .

Physical education teachers in rural Inner Mongolia experience distinct difficulties because of their specific cultural settings combined with environmental conditions and economic conditions <sup>[10]</sup>. Teacher difficulties escalate deeply because of resource shortages and limited professional learning opportunities and inadequate mental health support. Research findings show that teacher stress and burnout continue to

increase with this scenario leading to classroom management problems along with poor student communication<sup>[11]</sup>. Educational instruction alongside teacher health benefits from psychological preparation to achieve comprehensive protection. The absence of complete psychological readiness prevents teachers from meeting demanding physical and emotional demands found in teaching particularly in physical education classes. Research findings indicate that recent results show artificial intelligence tools can support teacher training programs by developing their psychological preparedness capabilities. The findings from Fernández Herrero et al. indicate artificial intelligence provides customized stress management resources that enhance emotional capabilities and instructional functions<sup>[12]</sup>. AI-driven methods should integrate into physical education teacher training programs to assist rural teachers with psychological support so the quality of teaching and student classroom connection improves<sup>[13]</sup>. AI-based psychological preparation enables the delivery of tailored support that drives educational excellence in underprivileged learning spaces.

This research investigates Inner Mongolian physical education teachers' mental readiness through an examination of its effects on educational management practices and interpersonal relations and educational results. The evaluation investigates AI-based tools that increase psychological preparation abilities while maximizing teacher development programs and student participation results and social and environmental outcomes.

### **Objectives:**

- i. To explore how psychological preparation enhances classroom management and teacher effectiveness.
- ii. To investigate the role of psychological preparation in promoting effective communication between teachers and students.
- iii. To assess the potential of AI tools in supporting psychological and behavioral preparation for teachers.
- iv. To identify strategies for incorporating AI-driven psychological preparation into teacher training programs.

## **2. Methods and materials**

A systematic review combines current psychological teaching research in Inner Mongolia to examine how AI technology supports instructor performance along with interactive communication and classroom control strategies. The study performed a systematic database search involving Google Scholar, ERIC, CNKI, and Scopus databases. Boolean operators (AND, OR and NOT) helped optimize search outcomes to find appropriate research studies. The search strings including "psychological preparation AND teacher training AND AI" and "classroom management AND psychological readiness OR AI tools" allowed researchers to select publications that investigated AI implementation within psychological preparation for physical education teachers.

The research analyzed peer-reviewed studies from 2021 until 2024 that examined physical education teachers' psychological struggles alongside strategies for readiness preparation together with the function of AI. Research inclusion occurred when studies maintained their relevance for rural educational realms offering data about AI use and psychological preparation strategies. Studies which studied general education teachers and non-physical education teachers and lacked specific rural grid connections in Inner Mongolia were removed from analysis.

A standardized form allowed researchers to extract essential data points that included study methods together with participant numbers and psychological obstacles and coaching methods together with artificial intelligence-based training systems for teachers. a thematic synthesis was conducted to identify common themes and patterns, particularly the psychological challenges, strategies for preparation, and the impact of AI on classroom management and communication. This approach allowed the research to draw insights relevant to improving physical education teacher training in rural China, particularly regarding AI's potential role in enhancing psychological readiness for teaching.

### **3. Results**

This section presents the findings of the systematic review, structured according to the research objectives. The results highlight the impact of psychological preparation on classroom management, communication, and the integration of AI tools in supporting psychological readiness for teachers. Additionally, it explores the influence of AI on social and environmental behavior and provides strategies for incorporating AI into teacher training programs.

#### **3.1. Psychological preparation and classroom management in physical education**

Teachers who psychologically prepare their classrooms demonstrate comprehensive classroom management within activities of physical education due to their ability to control multiple student behaviors<sup>[14]</sup>. A teacher's predication of classroom challenges along with their emotional control and creation of supportive learning environments both leads to classroom management success while boosting student participation. Experienced teachers develop effective behavioural disruption control through their implementation of stress management alongside emotional regulation techniques which enhances their ability to maintain supportive learning spaces<sup>[15]</sup>. Inclusive education requires teachers to perform special preparation when they aim to serve diverse student needs while creating a fair and supportive learning setting. The strategies for managing physical education classrooms enable student physical growth and promote their mental and emotional development beyond pupil discipline control. Students who show care in lesson development and possess mental readiness establish effective classroom management systems says Setyaningsih & Suchyadi<sup>[16]</sup>. Educators who have prepared themselves emotionally rely on structures to define student expectations when establishing respectful connections with their pupils. A proactive teaching style achieves dual benefits by solving behavioral problems while creating classrooms that are full of motivation and student support functions. The effectiveness of cluster-based teacher working groups increases when educators undergo psychological preparation enabling them to co-solve problems and enhance their teaching practice leading to better academic results for students.

The nature of communication between teachers and students shifts effectively through proper psychological preparation. The lessons of physical education enable teachers to show personal control and resilience and team-oriented approaches according to Gil-Espinosa<sup>[17]</sup>. Proper leadership of these classroom activities by educators brings about positive student attitudes regarding respectful cooperation. Educators who participate in psychological preparation develop important skills to assist diverse student needs as well as particular behaviors of students who experience self-regulation challenges. The research by Bierman & Sanders shows that adaptive classroom management methods successfully assist teachers in serving students with emotional or behavioral disorders<sup>[18]</sup>.

Research today focuses on incorporating psychological preparation teaching methods into educator training because this method leads to improved employee satisfaction and better academic results for students. Wolff et al. establish through their framework that expert teachers approach classroom events

differently from their novice counterparts <sup>[19]</sup>. Through experience teaching professionals have learned to use psychological scripts that evidence the necessity of psychological preparation for teaching effectiveness. Social and emotional learning (SEL) emerges as a vital aspect of teaching education curriculum according to authors Corcoran & O'Flaherty since it supports psychological development in teachers preparing for educational challenges <sup>[20]</sup>.

Physical education links mental preparation to enhanced physical as well as mental health benefits obtained through exercise activities. Piñeiro-Cossio et al. proved that teachers dedicated to student mental health implement encouraging learning environments to welcome physical activities leading to enhanced overall health benefits <sup>[7]</sup>. Students experience deteriorating wellness based on sedentary behavior as shown in. Research shows that teachers who possess psychological strength use active life practices and mindfulness techniques throughout their teaching to stop negative behavior responses between students.

The capability to deal with present-day conflicts starts from psychological preparation particularly during the ongoing COVID-19 pandemic. According to Wilson et al. students experience limitations in their physical activity and mental health decline because of the pandemic so instructors ought to revise classroom management methods <sup>[21]</sup>. Through psychological training teachers acquire superior educational aptitudes to support students leading to more resilient behavior as well as an improved learning environment during pandemic disruptions.

### **3.2. Psychological preparation and teacher-student communication**

Physical education (PE) success depends heavily on the quality of communication between teachers and students because these interactions transform student psychological stability and drive their engagement with physical activities <sup>[22]</sup>. The standard of interaction between teachers and their students strongly determines students' feelings about PE while shaping their future involvement in physical classes. Various research shows that student motivation alongside psychological needs directly results from communication that develops supportive learning platforms. Research by Gilmour et al. examined teacher-student communication functions while showing that skilled communication strategies produce enhanced teacher-student relationships combined with heightened PE motivation levels. Teaching through clear positive supportive verbal communication helped students develop competence and autonomy while meeting Self-Determination Theory (SDT) requirements. The well-being and optimal motivational functioning of individuals requires that their basic psychological needs for autonomy competence and relatedness are fully satisfied. PE student engagement along with learning enjoyment increases when teachers teach effectively while supporting students through their learning path .

The research by Gilmour et al. stressed how teachers use their nonverbal communication through body language with their facial expressions to confirm the statements they make verbally. Student judgment about their capabilities toward fellow students and their teachers emerges mainly from their interpretation of facial expressions and body language. Positively expressed body movements and relaxed facial expressions by teaching staff lead to a classroom environment that feels more friendly and accepting for all PE participants. When the physical environment uses positive cues it helps combat student boredom and anxiety which ultimately enhances their pleasure in sports activities.

Howley conducted research examining the teaching and learning environments in PE throughout the COVID-19 pandemic as schools transitioned to remote instruction <sup>[23]</sup>. The study showed that virtual communication presented considerable challenges because students experienced growing frustration because teachers did not communicate well. Students reported greater levels of stress and disengagement because teachers offered poor feedback with unclear expectations during virtual learning. According to Xu et al.

virtual settings required the same clear and consistent communication methods for student mental health support and academic motivation <sup>[24]</sup>.

The implementation of psychological principles within PE curriculum will provide better communication methods which lead to improved student learning outcomes. Effective emotional expression instruction combined with peer communication teaching leads to better interpersonal connections which generates an optimal learning space. Teaching methods for PE teachers at future educational levels which strengthen emotional intelligence along with communicational strategies enable students to acquire fundamental life competencies found in the research by Mansurovich <sup>[25]</sup>. Active listening along with constructive feedback and encouraging approaches lead both to better classroom relationships and improved overall learning atmosphere.

Teachers must develop their ability to recognize student psychological needs to maintain PE student engagement effectively. PE teachers who recognize student psychotically challenges such as lower self-esteem and fitness-related performance anxiety can use specific communication methods to support each student better. Students will better participate in physical activities when teachers implement positive reinforcement along with individualized support to remove their engagement obstacles. The development of interpersonal and emotional skills together with improved physical abilities defines how verbal communication supports students. Educational practitioners need to prioritize psychological preparation for future PE teachers because of its essential nature. Understandable training of future educators regarding motivational concepts and communication principles stands vital for their successful teaching practice in PE. According to Karasievyeh et al. PE teacher training requires emotional and motivational skills since teachers need appropriate tools to help students with their psychological needs <sup>[26]</sup>. The understanding of praise versus encouragement together with feedback analysis for student self-efficacy plays an essential role in building a supportive environment which values all students.

### **3.3. AI tools supporting psychological preparation for physical education teachers**

The application of artificial intelligence has become widely important to reshape physical education by developing creative solutions that benefit educational development alongside psychological wellness in students <sup>[27]</sup>. AI-driven technologies represent essential tools that help customize PE classes to respond fully to the specific requirements of each individual student. AI tools use psychological analysis to detect emotional status along with student drive and training speed which allows automated real-time method adaptation in custom teaching. AI applications such as machine learning alongside Internet of Things (IOT) monitor students' emotional and physical states so PE teachers can provide suitable timely responses according to <sup>[28]</sup>. Through this approach teachers mitigate psychological challenges that students face and create environments which keep students both motivated and focused in their physical education courses. Emotion detection software tracks students' emotional needs by analyzing their body language and voice tones and facial expressions enabling teachers to identify emotional needs instantly <sup>[29]</sup>.

AI-Based solutions provide benefits to inclusion and support environments through specific psychological treatments during moments of need <sup>[30]</sup>. Physical education learning demands targeted emotional support through interventions which help students manage their feelings of stress and anxiety during physical activity. Virtual coaching systems and cognitive behavioral therapy apps powered by AI direct students toward psychological management through exercises along with mindfulness practice and stress reduction techniques <sup>[28]</sup>. AI tools help teachers recognize which students need additional psychological support in their academic curriculum through PE. The patterns student performance and behavioral data reveal to AI tools like Socratic by Google helps teachers spot that their students may be

experiencing stress or motivational difficulties <sup>[31]</sup>. Students receive both physical movement support and emotional mental care through this method that emphasizes inclusion in physical education <sup>[15]</sup>.

Through AI educational platforms teacher training programs improve the psychological foundation of future PE teachers. AI-based education software slowly integrates with teaching programs to empower trainers with tools for handling various teaching situations while supporting student psychological development <sup>[26]</sup>. Through virtual simulation teachers can develop their emotional intelligence skills through assisting students with psychological matters while reading their emotional signals. Teachers who enhance their emotional regulation abilities combined with their expertise at establishing supportive environments gain better readiness to meet the mental requirements of their profession <sup>[15]</sup>. Intelligent systems driven by artificial intelligence (AI) employ virtual reality (VR) simulation models to produce realistic training conditions that help teachers master their responses to students showing anxiety and frustration in their physical education activities. The training facilitates teacher development of empathy along with resilience and emotional intelligence that lead to better teacher-student relationships and improved student psychological health<sup>[26]</sup>.

The adoption of artificial intelligence brings substantial advantages to the communication processes between Physical Education teachers and their students. Effective communication proves essential for psychological preparation because teachers need to establish classrooms that support student listening and understanding as well as mutual support systems. Through AI systems such as Kaltura and Nearpod teachers can obtain instant feedback regarding both their spoken and physical communication thus helping develop their instructional methods <sup>[32]</sup>.

The tools analyze tone together with body language and facial expressions and present recommendations for strengthening both empathy skills and clarity <sup>[29]</sup>. Teachers use AI-based tools including Otter.ai and Voice Vibes to generate purposeful lesson plans and script content that makes their message easier to understand while lowering mental stress levels. Sound communication played an essential role because it creates trust among students and classroom motivation plus emotional support during physical education classes <sup>[33]</sup>. AI uses real-time analysis to propel PE teaching methods by providing persistent feedback which improves performance. Real-time feedback from machine vision systems evaluates student physical movements and performance to enhance skill improvement while respecting their psychological state. The technology allows teachers to watch student emotional reactions so they can revise teaching strategies based on the observed states <sup>[34]</sup>. Through AI implementation in educational spaces PE teachers have stronger capabilities to meet students' physical requirements alongside their psychological support needs thus delivering valuable learning experiences from two perspectives.

### **3.4. Strategies for incorporating AI-driven psychological preparation into teacher training**

AI technology potential development needs operational frameworks which defend the core elements of human-centered education systems <sup>[35]</sup>. AI platforms conduct immediate personalized tests of academic achievements to evaluate teachers based on emotional intelligence abilities and stress management techniques and communication skills. Educational recommendation systems specifically designed for trainees assist them in developing psychological abilities and emotional skills which enhance their performance in stressful learning environments. The integration of AI-powered analytic tools will enhance future teacher psychological development by becoming part of educational systems. The analysis tools enhance emotional monitoring assessment for teachers by detecting their stress factors to implement optimal intervention methods for educational development in AI-powered teacher training systems as per Vistorte et al. <sup>[36]</sup>. The adaptive learning features of AI-based platforms produce training programs which meet the

psychological needs of individual trainees working towards becoming teachers. These technological platforms use multidirectional programming that assesses educator development and specific educational gaps to create psychological training that adapts to each teacher's learning process. The adaptive learning systems described in Strielkowski et al. support education change through their dual focus on cognitive knowledge acquisition as well as emotional competence education for teachers <sup>[37]</sup>. Through AI virtual simulations teachers gain access to a safe environment to hone their emotional reactions toward classroom confrontations with students and teaching-related challenges. Virtual educational spaces enable teachers to develop coping techniques for building their emotional strength <sup>[27]</sup>. The AI-based training system creates personalized learning programs which enhance emotional competencies while teaching stress management skills for preparing educators to succeed in their settings.

The implementation of AI mentoring systems through which novice teachers gain emotional support as well as classroom management feedback from experienced educators has been developed <sup>[38]</sup>. The systems provide teachers with continuous assistance which helps them meet their pedagogical and psychological development needs through their teaching career progression. The systems generate data-based information about teacher emotions and teaching behaviors to enable the development of specific support strategies that advance both emotional fitness and career growth. Students gain emotional resilience through AI-assisted mentoring because the solutions deliver personalized strategies for reducing stress and handling conflicts and building classroom connections. Teacher psychological preparation develops through these systems into extended professional development which starts at newbie training and continues from start to end of each educator career span <sup>[39]</sup>.

Educational institutions must teach experts about ethical procedures which exist when implementing AI technologies into their educational technology infrastructure. Future educators must receive full training about AI technology functionality together with data processing capabilities to comprehend ethical limitations which arise from working with AI systems <sup>[40]</sup>. Organizations need to give AI implementation proper focus because this ensures student wellness and safeguards teacher professional autonomy. The proper use of AI technology in emotional situations needs training by new educators through ethical AI curriculum per Zong et al. <sup>[28]</sup>. Traditional education programs gain beneficial effects when teachers receive AI-based psychological development training which delivers positive results to their educational institutions and training participants.

## **4. Discussion**

Research at Inner Mongolia educational institutions demonstrates that teacher psychological preparation protocol. The study illustrates how prepared classroom managers can use transformations in educational human interaction techniques and AI skills as they evolve through specific training procedures. Research demonstrates that ready teachers manage obstacles in delivering physical education and produce maximum student welfare improvements.

Educators who receive psychological preparation develop abilities to predict classroom problems before building emotional control in their practice and creating supportive learning environments. Research conducted by Seufert et al <sup>[14]</sup>, demonstrated that thoroughly trained teachers learn to fully control peer classroom conduct therefore achieving full authority in physical education classrooms.

The delivery of structured inclusive learning spaces requires teachers in physical education classes of Inner Mongolia to prepare themselves psychologically for outdoor group activities. Teachers with expertise demonstrate better academic results when they understand stress management and emotional regulation



according to Demchenko et al. <sup>[15]</sup>. The education system in Inner Mongolia needs to change its approach to inclusion because of diverse student origins in this region.

Students experience better growth when educators maintain control of disruptive conduct while developing their mind and body through proven psychological techniques. Setyaningsih & Suchyadi found teachers utilize their first teaching time to educate about emotional readiness and develop lesson designs that enable them to establish better professional relationships with students for improved classroom behavior and motivation levels <sup>[16]</sup>. Psychological preparation engaged by educators leads to better student outcomes and collaborative problem-solving within cluster-based teacher working groups according to community research. Cost-limited rural schools in Inner Mongolia can benefit from psychological readiness-based collaborative partnerships to improve the delivery of PE education.

The ability of teachers to communicate effectively with their students represents an essential pedagogical area that psychological preparation strongly influences. PE lessons give teachers excellent chances to show students resilient and team-focused approaches according to Gil-Espinosa that improve student attitude toward learning <sup>[17]</sup>. Teaching staff who are psychologically prepared effectively help each student through their unique needs especially young students with behavioral problems and self-regulation needs. Teacher training moderators Bierman & Sanders explain how tailored classroom management techniques enhance learning support for students with emotional or behavioral disorders <sup>[18]</sup>. Wolff et al. recommend experienced teachers should use psychological scripts for managing classroom events because psychological readiness remains crucial for effective teaching <sup>[19]</sup>. Teacher education must integrate social and emotional learning (SEL) according to Corcoran & O'Flaherty because SEL training enables teachers to successfully handle contemporary educational realities. Such training could fundamentally help teachers in Inner Mongolia's isolated rural areas solve the different psychological and emotional obstacles they encounter <sup>[20]</sup>. Technology provides a cost-effective solution for training teachers as psychologically prepared instructors who deliver superior physical education and mental health benefits. Studies by Piñeiro-Cossio et al. demonstrate how teachers dedicated to student mental health support create spaces that both facilitate physical activity and lead to better health results <sup>[7]</sup>.

The study by Faulkner et al. reveals substantial wellness damage from sedentary student activities thus confirming the essential role of trained educators who must initiate wellness campaigns. Teachers who specialize in physical education remain fundamentally important in Inner Mongolian cultural sites because they blend traditional practices with modern educational instruction methods.

Individual psychological readiness emerged as a critical factor after the COVID-19 pandemic because it helps people survive disruptive challenges. According to Wilson et al <sup>[21]</sup>, students believed their reduced physical movement and worsening mental condition because of the pandemic demanded teachers to implement different classroom control practices. Teachers with psychological education successfully provided emotional support to students which enabled the continuation of educational operations and developed student resilience during difficult times. Despite pandemic difficulties that worsened educational conditions in Inner Mongolia teacher psychological readiness succeeded in sustaining student learning activity.

AI technology that aids in PE instructor mental preparation creates fundamental improvements for educational institutions across Inner Mongolia and comparable regions. The AI system reviewed student psychological profiles to tailor physical education lessons based on specific learner needs according to Farrokhi et al. <sup>[27]</sup>. School students' emotions can be analyzed using emotion detection software that enables teachers to provide necessary support at critical times based on their body language and facial expressions <sup>[28]</sup>.

The software brings distinctive value to Inner Mongolian classrooms where professors need to handle multiple students at once while providing individualized instruction. Artist intelligence systems deliver strong benefits to teacher education programs by aid in the psychological development of future teaching specialists. High-quality virtual simulations according to Karasievykh et al. enable teaching professionals to develop emotional intelligence and resilience <sup>[26]</sup>.

Training platforms use both presentational education approaches and simulated emotional educational scenarios for preparing educators to assist students' mental health. Such artificial intelligence programs provide Inner Mongolia with a practical solution to deliver quality training through the shortage of sophisticated educational resources.

Physical education becomes stronger through AI implementation because it improves the essential teacher-student communication process in psychological preparation. Kaltura together with Nearpod technology offers immediate assessment of instructional communication which guides teachers to adjust their teaching methodology <sup>[32]</sup>. These tools provide recommendations for better empathy and clarity through analysis of communication voice tones and physical behavior and expression signals. These advancements will transform PE teaching in Inner Mongolia by creating better relationships between teachers and students in exciting educational spaces.

The strategic deployment of AI-based psychological training systems for educator programs enables the best utilization of technological resources. Omer describes how AI platforms deliver personalized assessments for teachers regarding their emotional intelligence and stress management abilities together with communication evaluation capabilities <sup>[35]</sup>. Strielkowski et al. state that adaptive learning systems provide individualized training for educators to address their specific requirements which helps develop their ability to manage classroom difficulties <sup>[37]</sup>. The educational environment and operational challenges within Inner Mongolia would receive significant advantages from adaptable digital training systems designed for teachers. AI technology allows educational institutions to enhance student preparation through better environment design for independent student enrollment. The research by Manole et al. demonstrates how AI tools deliver emotional assistance that helps students manage their physical stresses <sup>[30]</sup>. Cognitive behavioral therapy mobile apps combined with virtual coaching systems provide educational staff with the tools they need to deliver effective psychological support thus building supportive learning conditions for every student <sup>[28]</sup>.

## **5. Conclusion**

Teacher effectiveness enhancement in physical education requires psychological readiness to develop strong classroom leadership systems and improve student communication and enhance academic engagement evaluations. Psychological readiness incorporated into psychoeducational curricula teaches teachers emotional control approaches combined with resilience training and stress control strategies for establishing supportive educational spaces. The psychological training curriculum develops strong educational relationships between teachers and students because this approach helps solve behavior-related challenges as well as self-regulation issues to boost inclusive learning environments. Educational Artificial Intelligence adopts a two-faceted approach by offering thorough emotional monitoring and customizable education systems that deliver concrete assessments together with real-time equipment controls for student-based physical and emotional assistance. The integration of AI in virtual simulation platforms gives teachers enhanced learning opportunities through secure virtual mentoring systems that develop their emotional intelligence capabilities. Different locations in Inner Mongolia show tutoring readiness has led to better teaching practices together with better results for students in physical education classes. Educational

organizations need to establish AI-enabled psychological instruction programs during teacher training to assist teachers in coping with current learning situations while building student intellectual abilities.

## Conflict of interest

The authors declare no conflict of interest.

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