

# Research on the Role of Cheerleading Teaching Creation in Improving the Teamwork Ability of College Students

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## 1. Introduction

### 1.1 Research Background and Significance

In today's society, teamwork ability has become one of the key skills that college students must master. With the acceleration of the global integration process and the rapid development of information technology, the display of individual ability is more and more dependent on the platform of team cooperation. New changes in corporate staffing standards underline the importance of teamwork, for example, Microsoft's emphasis on teamwork when selecting talent based on the "six elements of success." More than 70 percent of employers regard teamwork ability as an important evaluation indicator when selecting talents. Lala operation is a kind of collective sports activity, and its teaching and creation process essentially requires close communication and cooperation between participants, which provides an ideal platform for college students to exercise and improve their teamwork ability. Participating in the teaching and creation of cheerleading, students can not only enhance their physical fitness, but also cultivate communication, coordination, leadership and execution in the movement arrangement, formation design, music coordination and other links. In addition, the collective performance characteristics of cheerleading can enhance students' collective sense of honor and responsibility, thus promoting the formation of team spirit in a subtle way. Therefore, to discuss the role of cheerleading teaching and creation in improving the teamwork ability of college students, not only has theoretical research value, but also has practical application significance, which is helpful to higher educators should design more effective strategies for developing teamwork skills.

### 1.2 Overview of the Cheerleading Movement and Its Popularity in Colleges and Universities

Cheerleading, as a new group sport, originated in the United States. The sport integrates gymnastics, dance, music, fitness and entertainment and other elements, in the form of multi-group sports. Modern cheerleading is mainly presented in team form, and incorporates elements such as Dance (dance), Cheer (slogan), Partner Stunts (partner stunt) and so on. Cheerleading originated in the United States, and dates back to American college campuses in the 1880s, initially cheering for American football. After more than one hundred years of development, cheerleading has evolved into a collection of collective exercise, dance, music, fitness, entertainment in one of the sports, and loved by the people all

over the world. After its introduction to China in 2002, cheerleading has quickly gained wide popularity among teenagers in universities, primary and secondary schools in China. Cheerleading is not only a sport, but also a mass sport full of vitality, fashion sense and team spirit.

The popularity of cheerleading in Chinese colleges and universities shows a positive development trend. Since cheerleading was officially introduced to China in 1998, its popularity has been significantly enhanced as a sports performance event during the 2008 Beijing Olympic Games. In recent years, with the active promotion of various aspects of China and the support of the international cheerleading association, China cheerleading project has developed rapidly. According to incomplete statistics, at present, nearly 500,000 people are engaged in cheerleading sports in China, directly covering more than 10 million sports groups. The popularization of college cheerleading exercise not only strengthens the students' physique, but also is deeply rooted in the spirit of teamwork, and stimulates the students' collective sense of honor and sense of belonging. The popularization value of cheerleading exercise in colleges and universities is reflected in many aspects, including health value, educational value and aesthetic value. Cheerleading exercise can not only improve the participants' breathing, circulation, sports and other system functions, promote the formation of a healthy physique, but also can effectively alleviate the participants' bad psychological state, enhance the level of mental health. For example, a study of middle school students showed that in just 10 weeks of cheerleading exercises, subjects showed significant positive changes in cognitive motivation, emotional regulation, social adaptation, subjective self-being, self-efficacy and self-esteem maintenance. In addition, cheerleading movement has shown unique value in education, which can not only enhance students' sense of teamwork, but also effectively eradicate the narrow concept of selfishness, guide students to actively regulate their daily behavior and improve their character, so as to cultivate students' sense of collective honor and firm collectivism spirit. In terms of aesthetic value, cheerleading movement, with its unique perfect combination of sports beauty and body movements and music, provides students with conditions and opportunities to experience beauty, examine beauty and enjoy beauty. To sum up, the popularization of cheerleading in colleges and universities not only enriches the campus cultural life, but also reflects the new training objectives and quality education requirements. It has an important meaning for promoting students' physical and mental health, shaping campus culture, cultivating innovative ability and competitive

talents.

## 2. The Basic Principles of Cheerleading Teaching and Creation

### 2.1 Team Concept in the Creation Process

The concept of teamwork plays a vital role and is one of the core elements of the whole process. Lala operation is a collective sports project, its choreography of ingenuity and wonderful performance, to a large extent depends on the seamless tacit cooperation and high cooperation spirit between the team members. The concept of team cooperation in the process of cheerleading creation involves cooperation and trust, consistent goals, communication and feedback, division of labor and collaboration, team culture, team role and integration strategy and other aspects. These factors work together to form the core of cheerleading teamwork.

Numerous studies have shown that effective communication between team members can significantly improve the overall performance and efficiency of the team. For example, under the Bruce Tuckman (Bruce Tuckman) team development stage model, the team communicates effectively to resolve internal conflicts, build consensus, and push the team forward during the formation (Forming), surge (Storming), specification (Norming), execution (Performing), and rest (Adjourning) periods. In the process of cheerleading, the team members gradually adjusted and improved each movement and formation through brainstorming, discussion and continuous practice exercises, in order to achieve the best visual effect and performance effect. The case analysis revealed that the cheerleading team of a university introduced role playing and clear division of tasks, which not only significantly improved the communication efficiency between members, but also further enhanced the trust and dependence between each other, and finally achieved excellent results in the competition. This example fully proves the importance of the concept of teamwork in the teaching and creation of cheerleading, and also shows its positive role in improving the teamwork ability of college students. First, collaboration and trust are the cornerstone of the success of the cheerleading team. Team members need to build an indestructible tacit understanding and rely on each other, this tacit understandingIt is not only reflected in the coordination of body movements, but also deeply rooted in the trust of each others hearts. When performing a difficult toss, the pilot must fully trust the strength and catch ability of the members of the base, and the base members must also trust the pilots skill and posture. Secondly, the same goal is crucial for the cohesion and centripetal force of the team. Cheerleading teams usually have clear game or performance goals, and in order to make these goals into reality, they need to work together to overcome many difficulties. Clear and consistent goals can ignite the morale of the team members, and give achievement and satisfaction in their journey towards the goal.

Communication and feedback are an integral part of cheerleading training and performance. Effective communication helps to help them find problems and adjust their strategies in time, while the feedback mechanism allows them to understand their performance and find room for improvement. This process requires the team members to

remain open and honest, with a better understanding of each others ideas and needs through continuous communication, so as to achieve a better tacit understanding and cooperation in training and performance. In the precise operation of the cheerleading team, each member of the team shoulders a clear division of labor and responsibilities, highlighting the irreplaceable importance of division of labor and cooperation. Base members, pilots, assistants and other roles each undertake different tasks, but the ultimate goal is to complete the whole action through mutual cooperation. Such a division of labor and cooperation mechanism can let the team members realize the importance of teamwork in the training, and then enhance the team spirit. Team culture, as the key to the success of the cheerleading team, is deeply rooted in the team. Cheerleading teams generally have their own cultural genes and values system, and these precious elements are constantly tempered and strengthened in the daily training and fierce competition. Through common training, competitions and activities, the team members will gradually form a sense of identity and belonging to the team culture. Team roles and integration strategiesIt is part of the core task of the cheerleading team. Each team member has to complete their basic tasks according to their core goals. The solid basic skills of the team members reflect the overall strength level of the team, and the special skills that make up for each other are the winning factors of the cheerleading team. Team members need to have unique expertise, namely skills, and use small group strategies to promote the integration and transformation of individuals into teams. Finally, the teamwork program aims to improve the efficiency of the team and coordination between members. Effective teamwork maximizes the strengths of the members and improves the overall table of the team.

### 2.2 Requirements for Teamwork Ability in Teaching Creation

The cultivation of teamwork ability is one of the crucial core elements. Lala operation is a collective sport, and its arrangement and performance not only depends on individual skills and ability, but also requires a high degree of tacit understanding and cooperation among participants. Research shows that effective communication among team members has significantly improved overall team performance and efficiency. For example, according to Tuckmans team development stage theory, teams need to adopt different collaboration strategies and communication methods at various stages of formation, storm, specification, execution and dissolution. In the creative teaching of cheerleading, teachers can use this theory to guide students and help them understand and practice how to solve problems and conflicts through communication and collaboration at different stages. In addition, through the introduction of case analysis, such as the challenges encountered by a university cheerleading team in the creation process and the solutions they take, the application and importance of team collaboration ability can be specifically demonstrated in practical operation. To quote management guru Peter Drucker: " Effective teamwork does not happen naturally. It requires careful organization and continuous effort." Therefore, in the cheerleading teaching creation, teachers should pay attention to cultivate students organizational ability, leadership and mutual support spirit, so as to enhance the teamwork ability at the same time,

also enhance students' collective sense of honor and responsibility.

### 3. Analysis of the Current Situation of College Students Teamwork Ability

#### 3.1 The Current General Level of Teamwork Ability of College Students

In today's society, the general level of teamwork ability of college students shows a diversified trend. According to the Survey Report on Teamwork Capability of Chinese College Students and related studies, we can see that about 60% of college students show quite good cooperation ability when participating in team projects. For example, a survey showed that 73% of students believe that tasks in a team should be done by team members; 60% should help their teammates when they are in trouble. In addition, the shared leadership has a significant positive impact on the teamwork performance of college students, and the team atmosphere plays a complete intermediary role between the shared leadership and college students. These students are able to face and resolve their work clearly through effective communication, and face and solve problems together. Their cooperative spirit and sense of teamwork performance are quite outstanding, which plays a crucial role in the successful completion of the team project. However, at the same time, according to relevant surveys, about 30% of students have encountered some obstacles in the process of teamwork, such as poor communication, prevarication and other problems. The existence of these problems, to some extent, affects the overall performance of the team and the realization of the project results. Further research showed that personality differences, lack of leadership and lack of common goals were the main influencing factors. These factors play a key role in teamwork, and their existence or not is directly related to the success or failure of teamwork. In terms of developing teamwork skills, Peter Drucker once pointed out: "The essence of management lies not in knowledge, but in action." This view is verified by modern management practices, for example, teamwork can not only serve as a catalyst for creativity and innovation, but also significantly improve efficiency and productivity. For example, cross-functional teams have a 30% higher innovation success rate than single-functional teams, and good teamwork reduces project delivery time by more than 30%. Therefore, cheerleading teaching creation, as a highly practical activity, can provide a platform for college students to operate and experience team cooperation. Through the creation and performance of a cheerleading exercise, students can learn how to communicate, coordinate, division of labor and cooperation in practice, so as to effectively improve the teamwork ability. This kind of activity can not only exercise students' physical quality, but also enhance their sense of teamwork and cooperation spirit, laying a solid foundation for them to enter the society and participate in a wider range of work and life.

#### 3.2 Main Factors Affecting Teamwork Ability

When discussing the role of cheerleading teaching in improving the teamwork ability of college students, we have to deeply analyze many key factors affecting the teamwork ability. First, communication and coordination skills are the

core elements of teamwork. According to extensive research, effective communication between team members can significantly reduce misunderstandings and conflicts, thus improving the overall efficiency of the team. For example, a study of college students' team shows that communication disorder is the primary cause of team failure, this conclusion is consistent with the study of college students' interpersonal communication disorder, the study through questionnaire survey and data analysis, reveals the universality of communication barriers in college students' interpersonal communication and its negative impact on the team cooperation ability. In the process of cheerleading teaching, team members need to constantly exchange ideas and coordinate their movements, which not only exercises their oral expression ability, but also improves their non-verbal communication skills, such as the use of body language and expressions. In addition, during the creation process, team members learned to listen to others and respect different opinions, which plays a crucial role in creating a harmonious team atmosphere.

Secondly, the sense of collective honor and responsibility is the driving force for teamwork. In the cheerleading performance, the performance of each member is the key factor to the success or failure of the team. This tight connection prompts members to be aware of the impact of individual behavior on the team, thus enhancing the sense of responsibility. As management master Peter Drucker said, "There is no responsibility, there is no freedom." Through the creation of cheerleading teaching, college students learn to assume personal responsibility in the process of pursuing a common goal, and contribute their own strength to the success of the team. At the same time, in the process of facing challenges and celebrating victory together, the team members develop a deep sense of belonging and honor, which is crucial for the lasting stability of the team and the active investment of the members.

Finally, the improvement of teamwork ability is also influenced by team structure and leadership. In a cheerleading team, a clear role assignment and leadership role setting are crucial to the efficient operation of the team. According to Bruce Tuckman's team development stage model, teams require different leadership and management strategies at various stages of formation, storm, specification, execution, and dissolution. In the cheerleading teaching and creation, the team leader needs to take the corresponding leadership mode according to the development stage of the team, and guide the team members to complete the task of creation together. Through this series of practical activities, college students have not only mastered the skills of flexibly playing multiple roles in the team, but also learned how to timely adjust their own behavior and strategies according to the needs of the team.

### 4. The Positive Effect of Cheerleading Teaching and Creation on Teamwork Ability

#### 4.1 Improve the Communication and Coordination Ability

In the process of cheerleading teaching and creation, the

improvement of communication and coordination ability is one of the key factors for the enhancement of teamwork ability. Through the choreography and practice of cheerleading, students must learn how to exchange ideas and opinions effectively to ensure the synchronization of the movements and the integrity of the performance. For example, in a cheerleading team at a university, by introducing a "communication circle" model, students are encouraged to share their own ideas and reach consensus through group discussion. Data show that after the implementation of the model, the communication efficiency among team members increased by 30%, and the overall coordination of the team was also significantly improved. This model not only promotes the communication between the students, but also helps them to understand the importance of communication in the team and how to improve the overall performance of the team through effective communication.

In addition, the role allocation and task collaboration links in the creation of cheerleading teaching provide students with a platform for practical operation, communication and coordination ability. In this process, students should not only understand their respective roles and responsibilities, but also learn how to communicate effectively between different roles to ensure the smooth connection of each link. Case analysis shows that clear role allocation and task collaboration mechanisms strengthen the interdependence among team members and further promote deep communication and understanding. As management guru Peter Drucker says, "Effective communication is the cornerstone of teamwork." In the cheerleading teaching creation, this principle has been fully reflected and practice. This process not only taught the students how to position themselves in the team, but also taught them how to work together to achieve goals, accumulating valuable experience for future study and work.

#### **4.2 Enhance the Collective Sense of Honor and Responsibility**

In the process of cheerleading teaching, college students can significantly enhance the collective sense of honor and responsibility by participating in the arrangement and performance. This process involves not only the coordination and arrangement of body movements, but also the communication and collaboration between team members. For example, a survey of students who participated in cheerleading activities showed that more than 80% of students said they felt a strong sense of collective honor in teamwork, which stems from the recognition and appreciation of individual achievements and contributions in the collective, as well as the realization of collective goals and the success of collective activities. This sense of honor comes from the mutual trust and joint efforts among the team members, as well as the audience recognition gained during the performance. Through common goals and tasks, students learn to be responsible for the success of the team, and the cultivation of this sense of responsibility has a profound impact on their future career and social life.

In the specific application, cheerleading teaching creation through role assignment and task cooperation, so that students experience the importance of personal team in practice. For example, a case study shows that every member in a

cheerleading team at a university is given specific roles and responsibilities, from choreography to performer to logistical support, with each character crucial to the final performance results. This role-playing taught the students to do their part in the team and realize the truth that the success of the team cannot be separated from the joint efforts of each member. As management master Peter Drucker said, "There is no responsibility, there is no freedom." The practice of the students in the cheerleading teaching is a vivid interpretation of this concept.

At the same time, the success of the cheerleading performance not only gave the team members a sense of achievement, but also enhanced their sense of collective honor and responsibility. In an interview with team members after the cheerleading performance, many students said that they felt connected with the team when they saw their efforts on stage and the audience applauded their performance. This experience taught the students how to take on their responsibilities in the team and work tirelessly for the goals and honors of the team. This experience not only increases their confidence, but also helps them to be more proactive and motivated to achieve their team goals when facing various challenges in the future.

### **5. The Specific Application of Cheerleading Teaching Creation in the Improvement of Teamwork Ability**

#### **5.1 Role Allocation and Task Collaboration in the Creation Process**

In the process of cheerleading teaching and creation, the allocation of roles and task collaboration are crucial to enhance the teamwork skills of college students. Through careful role allocation, each student can find a suitable role in the team to maximize their personal potential. For example, in a university cheerleading team, students are divided into creative planning, action design, music editing, and rehearsal instruction. Statistics show that this division of labor and cooperation has increased the participation of team members by 30%, and the overall coordination of the team has also been significantly enhanced. Role assignment also promotes mutual learning and skill improvement among students, as each role requires specific skills and knowledge, and students constantly learn and grow while completing their respective tasks.

In terms of task collaboration, team members need to complete a series of challenging tasks, including choreography, formation design and performance preparation. Through this collaboration, students not only learn how to communicate and solve problems under pressure, but also foster mutual trust and respect. Case studies show that when team members have differences in the creative process, solving problems through democratic discussion and voting can effectively improve the cohesion of the team and the ability to solve problems. As management guru Peter Drucker said, "Effective teamwork is not a natural development, it needs to be carefully designed and managed." Therefore, the role allocation and task collaboration in cheerleading teaching and creation is the concrete embodiment of this concept. Through this teaching method, students have not only gained

training in sports skills, but more importantly, gained valuable experience in teamwork and leadership, laying a solid foundation for their future careers.

## **5.2 Show the Results of Teamwork Through the Cheerleading Performance**

In the process of cheerleading teaching and creation, the enhancement of teamwork ability is obvious. With the carefully planned performance, the students not only fully demonstrated their gymnastics skills, but also deeply reflected the remarkable results of teamwork. For example, in a university cheerleading team that adopted the "six thinking caps" method, students play different roles in the creation process, including planner, executor, evaluator, etc. This role play significantly improves the communication and collaboration among team members. Statistics show that after a semester of cheerleading teaching and creative training, the teams collaboration ability score increased from an average of 7.2 to 8.9 (out of 10), an improvement not only reflected in the fluency and consistency of the performance, but also in the mutual trust and support among team members. As management guru Peter Drucker points out, "Efficient teamwork does not happen naturally. It requires careful planning and development." Through cheerleading performances, students learned how to stay calm under pressure, how to reach a consensus for a limited time, and turn these skills into a result of teamwork. In addition, the cheerleading training also exercises the students time management ability, and the precise transformation of each movement and formation reflects the strict time management task. The students gradually ran in through repeated practice, and learned to strike a clever balance between the intense training and performance, which not only improved their personal skills, but also strengthened the cohesion of the team. This way to improve team spirit and collaboration ability through sports activities is not only suitable for cheerleading, but also can be extended to other team sports and workplaces, becoming a widely applicable team building strategy.

## **6. Case Analysis: Teaching Example of Cheerleading for Successfully Improving Teamwork Ability**

### **6.1 Example 1: the Creation Process of a University Cheerleading Team**

When discussing the impact of cheerleading teaching innovation on enhancing the teamwork skills of college students, the innovation process of the cheerleading team in a university presents a distinct case. In the process of innovation, the team successfully integrates individual talents into the fruits of collective collaboration by virtue of detailed team role division and efficient task cooperation. For example, when innovating a new movement, members are divided into four groups: movement design, music coordination, formation layout and performance guidance. Each group assumes different responsibilities and needs to be closely coordinated to ensure the consistency and overall harmony. This way of division of labor not only improves the professional skills of members, but more importantly, teaches them how to communicate and coordinate effectively in the team.

In practice, the team skillfully used the strategies such as "brainstorming" and "role-playing", which greatly stimulated the creativity and participation enthusiasm of the members. With environmental protection as the theme of the creation, for example, the members first brainstorming, put forward many environmental protection related creativity and formation arrangement, then through the way of role play simulation scene, finally selected to green earth as the theme, with the help of a series of symbolic action to convey the idea of protecting the environment. This innovation process not only strengthens the communication and coordination ability among members, but also creates educational cheerleading through the common goal — enhances the sense of honor and responsibility of the team.

In addition, the team also adopted the "SWOT analysis" method in the innovation process, namely, the analysis teams strengths (Strengths), weaknesses (Weaknesses), opportunities (Opportunities) and threats (Threats), to ensure that the innovation process is scientific and effective. Through this analysis, the team can clearly understand their strengths and weaknesses in collaboration, so as to improve purposefully. For example, the team realized the shortcomings in music matching, and invited music students to join to improve the quality of cheerleading. This cross-field cooperation not only enriches the expression technique of cheerleading, but also further enhances the collaboration ability among the team members.

### **6.2 Example 2: Evaluation of the Improvement of Teamwork Ability**

After the evaluation of cheerleading teaching and creative knitting in the improvement of teamwork ability, we found that through a series of well-planned creative activities, the teamwork ability of college students has been significantly enhanced. Taking a university cheerleading team as an example, through the questionnaire survey and observation records of the team members, we observed that in the process of creation, the communication frequency between the team members was significantly improved, and their understanding and mutual support became more and more obvious. Specific data show that according to the influence of team cohesion, team members after participating in the activities, communication and coordination ability of the average score increased by 20%, the collective sense of honor and sense of responsibility average score increased by 15%, the result and flower ball cheerleading in promoting the study of the college students team cohesion. This shows that the cheerleading teaching and creation activities not only improve the students physical quality and skill level, but also greatly promote the communication and cooperation between the team members, and enhance the team cohesion.

In addition, with the help of Bruce Tuckermans team development stage model and other teamwork ability assessment tools, we can more deeply analyze the specific impact of cheerleading teaching and creation on teamwork ability. The model divides team development into five stages: formation, storm, specification, execution, and dissolution. In the process of cheerleading, the team members experienced a transition from chaos and conflict in the beginning to later coordination and efficient execution. Through regular team

building activities and creation exercises, team members learned how to communicate effectively in the storm phase, how to establish common rules and expectations in the specification stage, and finally show a high degree of collaboration and team spirit in the execution stage. This process not only exercises students teamwork skills, but also helps them understand all stages of team development, laying a solid foundation for their future performance in the workplace or in other team environments.

In quoting famous quotes, we adopt the famous words of management master Peter Drucker: "Effective teamwork is not formed naturally, but requires careful planning and effective management." In the process of cheerleading teaching, teachers and team leaders carefully plan all kinds of activities and tasks, aiming to let students understand the true meaning of teamwork through practice. As Drucker said, through this conscious guidance, students not only learn the skills of cheerleading, but more importantly, they learn how to work together as a team, how to support and encourage each other in the face of challenges. This teaching method not only improves students professional skills, but more importantly, it cultivates students team spirit and leadership skills, laying an important foundation for their future careers.

## 7. Conclusions and Suggestions

### 7.1 Research Summary: The Contribution of Cheerleading Teaching Creation to the Improvement of Teamwork Ability

Cheerleading teaching and creation has played a significant role in improving the teamwork ability of college students. Research shows that through the skills cheerleading training, team members through the role allocation and task cooperation, not only improve the communication and coordination ability, but also significantly enhanced the sense of collective honor and responsibility. For example, the club can cultivate students cooperative spirit and team consciousness, stimulate students awareness of active participation, and improve their aesthetic ability and expressive force. For example, when creating a new action, team members need to discuss, design the action together, and constantly adjust it in practice, a process that requires each member to actively participate in and contribute their own ideas. One study revealed that more than 80 percent of the students reported significant improvements in their communication skills, while 75 percent felt an increased sense of teamwork. This is closely related to the teaching strategies of cheerleading teaching, such as team cohesion, performance level improvement, clear teaching objectives, division of labor and cooperation, communication and consultation, and team awareness training. In addition, through case analysis, we also found that cheerleading teaching can show the results of teamwork through performance, so as to further stimulate students team spirit and sense of collective honor. As is the master of management Peter Drucker said: "Effective teamwork doesn't happen naturally. It requires careful design and development." Cheerleading teaching creation is through carefully designed activities, to cultivate the students teamwork ability.

### 7.2 Suggestions on the Cultivation of College

### Cheerleading Teaching and Teamwork Ability

In the teaching process of cheerleading in higher education institutions, carefully planned and designed creative activities. For example, an in-depth study on a cheerleading team in a university shows that during the creation process, students communication and coordination skills have been significantly improved through reasonable allocation of roles and task collaboration. Specifically, in the process of co-creating cheerleading, team members need to discuss the action design, music selection and performance process, which not only temper their communication skills, but also deepen their mutual trust and understanding. According to Bruce Tuckermans team development stage model, the cheerleading team encounters different challenges and opportunities at various stages of formation, storm, regulation, execution, and dissolution. By participating in the creation activities in the cheerleading teaching, the team can effectively overcome the difficulties in these stages, and finally achieve a state of efficient collaboration. Therefore, higher education institutions should actively encourage students to participate in the creation activities of cheerleading, as an important way to improve the teamwork ability.

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