

# The Optimizing Chinese University Ceremonies: Strategies for Enhancing Psychological Well-Being and Personal Growth of Students

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## Abstract

The objectives of this research were: 1) To explore the forms and characteristics of university ceremonies; 2) To analyze the functions of university ceremonies in supporting students' psychological well-being and personal growth; 3) To investigate how university ceremonies can help students cope with mental health issues and enhance adaptability; 4) To provide recommendations for optimizing university ceremonies to better support students.

The sample for this study consisted of literature and existing research on university ceremonies and their impact on students. They were selected by conducting a comprehensive review of relevant academic publications and institutional reports. The research instrument for data collection was a systematic literature review and analysis of existing studies.

The statistics for data analysis included qualitative content analysis of the collected literature and synthesis of findings from multiple studies.

The research results were found as follows: 1) The main forms of university ceremonies include ceremonies, celebratory ceremonies, and commemorative ceremonies; 2) Key characteristics of university ceremonies are educational, cultural, large-scale, performative, and symbolic; 3) University ceremonies positively impact identity recognition, organizational cohesion, moral education, value recognition, historical inheritance, cultural dissemination, and emotional experience; 4) These ceremonies can enhance students' adaptability by providing emotional support and establishing social networks.

Suggestions include optimizing university ceremonies to better address students' psychological needs, incorporating more interactive and student-centered elements, and aligning ceremony content with contemporary student values and challenges.

**Keywords:** Chinese university ceremony; Psychological well-being; Personal growth

## Introduction

With the development of globalization and digital technology, universities are increasingly operating in a global and multicultural environment. This requires universities to actively adapt to and respond to the challenges brought by multiculturalism while maintaining their independence, characteristics, and core values. In this situation, the university celebration ceremony has become an important way to inherit academic traditions and campus culture, as well as an important way to unite the university spirit, establish the school brand and image. By holding celebration ceremonies, universities can showcase their cultural characteristics and values, and convey their mission and vision to both internal and external society. They can help students, faculty, staff, and alumni feel the cohesion and sense of identity of the school, thereby enhancing their sense of belonging and loyalty to the school. In

addition, university celebration ceremonies can also promote cross-cultural communication and understanding. In the context of globalization, various students, faculty members, and alumni from different backgrounds and nationalities have emerged in universities. Li Manman (2022) pointed out that through celebration ceremonies, differences between different cultures can be respected and understood, thereby promoting cultural exchange and integration. This helps cultivate students' cross-cultural awareness and international perspective, enhancing their competitiveness and adaptability in the global field.

For students, university rituals are important milestones that affect their personality development. Obtaining recognition and honor through ceremonies enhances self-confidence and self-esteem. Emphasize the contribution of personal and academic achievements to society, cultivate a sense of social responsibility and mission. Provide opportunities to establish connections with classmates, faculty, staff, and alumni, enhance social skills, and improve communication and collaboration abilities. Require students to fulfill their responsibilities and obligations, cultivate a sense of responsibility and maturity. Emphasize specific values and codes of conduct, help students understand and practice these values, and shape positive personality traits. With the advancement of modernization, digitization, and lifelong learning in education, university rituals have become increasingly important in the field of psychological function research.

Research may need to focus on students of different ages, cultures, and backgrounds to understand their psychological reactions and functional expectations towards university rituals. In addition, the mental health issues of contemporary college students have received widespread attention. Research may explore how university rituals play a role in promoting mental health, reducing anxiety and depression. Firstly, academic pressure and self-identity. College students face academic challenges and career pressures, while also shaping their self-identity during their growth process. University rituals may help students better cope with academic and self-development by strengthening their self-esteem, confidence, and sense of identity. Secondly, the expression and release of psychological emotions. Rituals usually provide opportunities for emotional expression and release, which increases attention to the mental health of college students. The mental health issues of contemporary college students have attracted much attention, and problems such as anxiety, depression, and stress adaptation have become challenges faced by students. University rituals, as a means of emotional support and psychological regulation, are expected to play a role in helping students cope with mental health issues. Thirdly, there is an increase in attention to mental health.

The main content of this study is to understand the relationship between university rituals and the current status of psychological contagion among college students. 2. Understand the correlation between university rituals and the cognition, emotions, willpower, and character of college students. 3. Understand the psychological functions of university rituals in enhancing students' role cognition, emotional experience, and cultivating their conscience. 4. Understand how to improve negative emotions and values among college students through opening, graduation, and scholarship distribution ceremonies. 5. Understand the mechanism by which university rituals affect students' psychological adjustment, implicit psychology, and social identity.

## Research Objectives

- 1) To examine and analyze the primary forms and characteristics of university ceremonies, including their educational, cultural, scale-based, performative, and symbolic aspects.
- 2) To investigate the functions of university ceremonies in supporting students' psychological well-being and personal growth, particularly their impact on identity recognition, organizational cohesion, moral education, and value recognition.
- 3) To explore how university ceremonies can help students cope with mental health issues and enhance adaptability, including through providing emotional support and establishing social networks.
- 4) To propose recommendations for optimizing university ceremonies to better promote students' subjective well-being and personal development, encompassing sustained growth in knowledge, abilities, emotions, values, and other aspects.

## Literature Review

### (1) Celebration ceremony

Different scholars have provided different interpretations of the ceremony based on their own disciplines and understanding. Anthropologist Asad believes that it is a "standardized behavior," and Turner defines ritual traits from multiple perspectives as "a planned performance" or "a social drama in the form of a performance. The Ancient Chinese Dictionary defines its core meaning as "etiquette norms." The definition of ritual in this topic is: an interactive cultural behavior that occurs in a certain society, at a specific time, place, and occasion, and has performative, procedural, and symbolic characteristics.

Geertz (1999) once said, "It is through sanctified actions - rituals - that the belief that 'religious ideas are real' is generated; through some form of celebration ceremony, motives, emotions, and general concepts about the order of existence are mutually satisfied and complementary. Through celebration ceremony, the world of existence and the world of imagination merge into one through a set of symbolic forms, and they constitute the spiritual consciousness of a nation." As this statement suggests, ritual activities are an important symbolic activity that communicates the real world with the conceptual world of humanity.

### (2) University Ceremony

University ceremony refers to interactive situational activities held by teachers and students of higher education institutions in a specific time and space, with specific symbolic symbols and meanings, stable structure and order. Zhao Xiaoyu (2013) stated that university ceremonies refer to the sum of meaningful school activities that are symbolic, standardized, procedural, and regular, organized according to a certain plan and based on a certain campus culture in a specific environment.

There are various types of university ceremonies. It mainly includes political ceremonies (flag raising, joining the Communist Party, joining the Youth League, etc.), ceremonial ceremonies (teacher-student etiquette), commemorative ceremonies (school anniversary, award ceremony, festival ceremony), passing ceremonies (opening ceremony, graduation ceremony, degree granting, coming of age ceremony), etc. In addition, school ceremonies also include self created ceremonies with regional or individual characteristics. In terms of the human elements of university ceremonies, they include the designers, organizers,

participants, and disseminators of the ceremonies; In terms of symbolic elements of university ceremonies, they mainly include language symbols (name symbols, slogan symbols, theme speeches, oath poems, blessings and prayers), sound symbols, action symbols, object symbols, and other university ceremony symbols. In the university environment, events or activities with specific symbolic and ceremonial significance are usually used to welcome new students, graduation ceremonies, etc., aiming to strengthen individuals' identification and sense of belonging to the university community.

Academic ceremonies refer to those related to academic activities and achievements. Such as academic lectures, seminars, conferences, etc. These ceremonies aim to promote academic exchange, knowledge dissemination, and recognition of academic achievements.

Social rituals refer to ceremonies that emphasize social interaction and community building among students, such as welcome parties, alumni gatherings, club activities, etc. These ceremonies provide students with opportunities to establish connections with others, enhance social skills, and integrate into the campus community.

Commemorative ceremonies refer to ceremonies held to commemorate specific events, individuals, or history. For example, school anniversary celebrations, founding anniversaries, and unveiling of campus statues, these ceremonies aim to strengthen the cohesion of the school and inherit its traditions and values.

A celebratory ceremony refers to a ceremony held to celebrate a special moment or stage, such as the opening ceremony, graduation ceremony, scholarship award ceremony, etc. These ceremonies aim to celebrate students' achievements, mark milestones in academic progress, and bid them farewell or look forward to the future.

Rituals refer to ceremonies that are related to the behavioral norms and etiquette traditions of universities, such as the etiquette norms of graduation ceremonies and the procedures of degree awarding ceremonies. This type of ceremony emphasizes solemn and formal occasions and behaviors, shaping the academic environment and the image of the school.

This study investigates the psychological functions and effects of university celebration ceremonies (opening ceremony, graduation ceremony).

### (3) Psychological function

Psychological function refers to the function and effect of psychological processes and behaviors on individual psychological development and adaptation. It refers to the regulation and influence of psychological activities on individual psychological states and functions in cognitive, emotional, behavioral, and other aspects.

Psychological functions are specifically reflected in cognitive aspects, emotional aspects, sense of belonging, self affirmation, personal growth, social support, self-efficacy, and psychological resilience. Cognitive function refers to an individual's ability to process, perceive, think, and remember information. It involves perception, attention, memory, thinking, and problem-solving abilities, which help individuals perceive and understand external stimuli, as well as process and store information. Emotional function involves the perception, expression, and regulation of individual emotions. It includes abilities such as emotion recognition, expression, and regulation, which help individuals adapt to different situations. The psychological function of university rituals refers to the impact and effect of university rituals on an individual's psychological state and development. University ceremonies can help students establish a sense of belonging and collective identity towards

the school and academic community. By participating in the ceremony, students can feel accepted and recognized, thereby enhancing their sense of belonging to the school and establishing connections with classmates, teachers, and alumni. Li Ning (2000) believes that the development and actions of group activities will be constrained and restricted by the group norms that have been established in advance by the group.

American psychologist Sherif said, "Social norms are behavioral patterns that are unique to a particular group and recognized by that group." Self affirmation and self-confidence, university rituals can provide students with opportunities to obtain awards, graduation certificates, and other affirmation of their own achievements. This affirmation helps cultivate students' sense of self affirmation and confidence, enhance their understanding of their own abilities and values, and thus promote individual psychological growth and development. Personal transformation and meaning shaping often accompany important stages of personal transformation, such as enrollment and graduation, in university ceremonies. Ceremonies provide a special environment and etiquette that enables individuals to become aware of their involvement in an important transformation and imbue these transformations with specific meanings and symbols. Through rituals, individuals can psychologically accept, understand, and give meaning to these transformations, thereby gaining a deeper understanding of their personal growth and development. After the ceremony, individuals can obtain certain rights and obligations, and the group and individuals are correspondingly in a stable state. Individuals will act according to the obligations or rights granted by their role transformation, coordinating their actions with social moral norms, or gaining emotional and identification experiences during the ceremony activities, strengthening their ability to unite with the group. Similar to the functions of general rituals, university rituals carry cultural significance, including interpersonal interaction, value transmission, spiritual cohesion, and emotional sublimation.

Xie Jinli (2009) believes in "The Culture of Degree Ceremonies and the Spirit of Universities" that "to revitalize the spirit of universities, the culture of rituals should be developed first". Social support and emotional comfort, university ceremonies provide a common occasion for students to celebrate and share their achievements with peers, teachers, and family. This kind of social support and emotional comfort is crucial for students to relieve stress, alleviate anxiety, and establish emotional connections during important transition periods, which helps promote mental health and well-being. Ceremonies are closely related to human society. As Douglas believed, modern society is not a completely secular world, and as long as society exists, there will be religions and rituals. The sense of identity and belonging of individuals to the social group they belong to, and university rituals can strengthen the relationship of identity between individuals and the university community.

The intrinsic or extrinsic motivation of individuals to pursue knowledge and achievement in the academic field, and university rituals may affect students' academic motivation levels. The psychological changes of individuals in specific contexts, including emotions, thinking, physiological reactions, etc. Cognitive consistency refers to the harmony and consistency among cognitive elements within individuals, and university rituals may help individuals establish cognitive consistency between academic and social roles. University rituals may serve as a form of social support for emotional, substantive, or informational support provided by others in society. Individual beliefs about their abilities in a specific field and university rituals may enhance students' self-efficacy, thereby affecting their academic adaptation. The ability of individuals to adjust, manage, and express emotions when faced with

emotional and situational changes. The ability of individuals to adjust themselves to new situations when facing environmental changes, and university rituals may affect students' adaptability in the university environment. The ability of individuals to maintain stable emotions and coping skills in the face of pressure, setbacks, and difficulties, and university rituals may enhance an individual's psychological carrying capacity.

In summary, the psychological functions of university rituals mainly include cultivating a sense of belonging and collective identity, enhancing self affirmation and self-confidence, shaping personal transformation and meaning, and providing social support and emotional comfort. These psychological functions have a significant positive impact on individual psychological growth and the overall development of students. University ceremonies play an important role in cultural inheritance, value shaping, and political identity. The ceremony reenacts historical traditions, allowing students to re experience cultural scenes and elevate cultural memories to their original level of understanding, thereby achieving cultural inheritance, cultural identity, cultural consciousness, and cultural confidence. For example, the red carpet, wearing academic gowns, tassels, and taking photos are common cultural landscapes in universities, reflecting the importance of rituals.

## **Research Methodology**

This study employs a qualitative research approach, primarily utilizing a systematic literature review and content analysis method. This methodology was chosen to comprehensively explore the forms, characteristics, and functions of university ceremonies, as well as their impact on students' psychological well-being and personal growth.

### **1) Research Methodology**

The research methodology consists of two main components:

a) **Systematic Literature Review:** A comprehensive review of existing academic literature, institutional reports, and relevant publications on university ceremonies and their psychological impacts.

b) **Content Analysis:** Qualitative content analysis of the collected literature to identify patterns, themes, and insights related to the research objectives.

### **2) Source of Data**

The data for this study was sourced from:

- Academic journals and peer-reviewed articles
- Books and book chapters on university rituals and ceremonies
- Institutional reports and publications from universities
- Conference proceedings and academic dissertations
- Relevant online databases and academic search engine.

### **3) Population and Sampling**

The population for this study includes all available literature on university ceremonies and their psychological effects on students. The sampling method used is purposive sampling, focusing on:

- Literature published in the last two decades (to ensure relevance)
- Studies conducted in various cultural contexts, with a focus on Chinese universities
- Research addressing the psychological aspects of university ceremonies
- Publications in both English and Chinese languages

#### 4) Data Collecting

The data collection process involved the following steps:

a) Identification of relevant keywords and search terms related to university ceremonies, psychological well-being, and personal growth.

b) Systematic search of academic databases, including but not limited to JSTOR, Google Scholar, CNKI (China National Knowledge Infrastructure), and university library databases.

c) Screening of search results based on relevance to the research objectives, focusing on studies that address the forms, characteristics, and psychological functions of university ceremonies.

d) In-depth review and analysis of selected literature, extracting key information, findings, and insights relevant to the research questions.

e) Organization and categorization of collected data according to themes aligned with the research objectives.

This methodology allows for a comprehensive exploration of the topic, synthesizing existing knowledge and providing a solid foundation for addressing the research objectives. The qualitative approach enables a nuanced understanding of the complex relationships between university ceremonies and students' psychological well-being and personal growth.

## Research Results

### (1) Understanding University Ceremonies and the Current Status of Psychological Infection among College Students

Ceremonies play an indispensable role in cultural heritage education, value recognition education, and political belief education. It is not only a cultural carrier, but also a culture of practice and action. Through specific visual scenarios, rituals can make abstract values visible, audible, and tangible, helping students emotionally identify with their values and internalize them as their own. At the same time, ceremonies are also an important carrier for conveying the core values of universities. Through ceremonies, students can have a deeper understanding and acceptance of these values. Overall, university rituals have a significant impact on the psychological infectivity of college students. They promote students' identification and internalization of culture, values, and political beliefs by creating special atmospheres and situations.

The specific ways in which rituals affect students' emotional identification mainly include the following aspects: A. Symbolic significance: Various elements in rituals, such as symbols, clothing, music, and specific actions, all have symbolic significance. These symbols can stimulate students' emotional reactions, making them feel a sense of belonging and identity. B. Repetition: Ceremonies often have a repetitive nature, and through repetition, they strengthen their influence on students. This repetition helps deepen students' understanding and memory of the culture and values behind the ceremony. C. Collective participation: Ceremonies usually require collective participation, and this shared experience can enhance the connection between students and promote the formation of a sense of collective identity. Emotional experience: Ceremonies often create strong emotional experiences, such as solemnity, joy, or nostalgia. These emotional experiences help students connect abstract values and beliefs with concrete emotions. D. Role playing: During the ceremony, students may play specific roles that help them experience and understand the meaning of the

ceremony from different perspectives. E. Storytelling: Many rituals contain elements of storytelling, and by telling historical stories or traditions, rituals can help students better understand and identify with their cultural background.

A study on the positive impact of rituals on students explores the optimization path of ritual education in Chinese universities, emphasizes the importance of rituals in campus culture, and points out that ritual education plays an irreplaceable role in the process of talent cultivation in universities. This study proposes a path to optimize ritual education, including inheriting the fine traditions of rituals, respecting the needs of students, improving content and form, and perfecting relevant rules and regulations. Another study focused on the impact of ritual actions, symbolic meanings, and positive emotions on individuals' sense of control. This study takes the traditional cultural ritual of "Jingguozhuang" among the Pumi people in China as an example and finds that individuals who are familiar with the ritual movements, symbolic meanings, or have more emotional experiences have a stronger sense of control. Research has shown that ritual actions directly enhance an individual's sense of control, while symbolic meanings indirectly enhance an individual's sense of control through positive emotions. This indicates that rituals not only influence individuals through their actions and symbolic meanings, but also enhance their psychological resources by stimulating positive emotions. These studies indicate that rituals have multiple positive effects on students, including cultural inheritance, enhanced psychological resources, and the cultivation of behavioral habits. Through rituals, students can not only learn specific behavioral patterns and social norms, but also enhance their sense of self-control and psychological resilience. These research findings provide valuable perspectives for understanding the role of rituals in educational environments.

(2) Understand the correlation between university rituals and the cognition, emotions, willpower, and character of college students.

There is a close relationship between university rituals and the cognition, emotions, willpower, and character of college students. According to relevant research, university rituals influence the psychology and behavior of college students in various ways. By reenacting historical traditions, university rituals enable students to re-experience cultural situations, thereby strengthening cultural memory and identity. For example, through "passing ceremonies," "celebration ceremonies," "commemorative ceremonies," etc., students can intuitively feel the vitality, cohesion, and infectiousness of Chinese culture, enhancing their sense of identity, belonging, and pride in Chinese culture. University ceremonies carry certain values, helping students achieve value recognition and internalize them as their own values through visual scenarios. These rituals can convey spirit, faith, and values to students, guiding them to shape correct values. The internal unity of ritual and political belief education can enhance the effectiveness of political belief education by creating a solemn and harmonious atmosphere, stimulating college students' sense of identity and political consciousness. The university ceremony, as a carrier and manifestation of the university's spiritual culture, showcases the spiritual representation, status representative, and image of the university. It is not only an important component of the school's image system, but also plays a crucial role in the construction and development of the school. The sense of ceremony refers to the psychological, conscious, and emotional changes that occur in the participants of a ceremony. University ceremonies create sacred venues to carry and restore historical, cultural, and spiritual values, thereby generating a sense of influence and display.

University rituals help students gain emotional experiences and mental stimulation that are difficult to generate in daily life through specific behaviors, situations, and meanings. These experiences and touches promote students' spiritual reflection, which in turn leads to contemplation and ideological sublimation on the level of value recognition. For example, in university anniversary events, students feel an inherent connection with the school through ceremonial ceremonies, which enhances their sense of identity and belonging. University ceremonies are not only important carriers of cultural inheritance, but also pathways for cultural understanding and recognition. By displaying and interpreting symbolic symbols in ceremonies, such as flags, badges, songs, etc., students can better understand the cultural connotations of the ceremony, thereby promoting cultural identity and inheritance. University rituals help students form an identification with their university identity, which is a part of emotional experience and an important aspect of the impact of university rituals on the emotions of college students. University ceremonies, as an important form of education, have unique experiential, guiding, cohesive, and adaptive values. It can help students construct meaning, achieve role transformation, and gain new identity recognition.

University ceremonies typically include a series of cultural symbols with symbolic significance, such as ceremonial acts, ceremonial scenes, and ceremonial meanings. These elements not only create a specific atmosphere, but also trigger the emotional experience of participants. For example, during a graduation ceremony, students may experience emotions such as solemnity, pride, or sentimentality that help them resonate with the symbolic meaning of the ceremony. By participating in the ceremony, college students can establish an internal connection with the school psychologically, thereby enhancing their sense of identity and belonging to the school. This sense of identification and belonging is a part of emotional experience and an important aspect of the impact of university rituals on the emotions of college students. University ceremonies are not only a cultural phenomenon, but also a carrier of emotional education. Through rituals, college students can learn how to handle emotions, how to express emotions in specific contexts, and how to understand and learn from emotions. This emotional education helps students develop comprehensively, including emotions, cognition, and morality.

In summary, university ceremonies have had a profound impact on college students' cognition by creating emotional experiences, enhancing identity and cultural heritage, and providing educational value. This influence is not limited to the psychological level, but also involves the cognitive development and cultural understanding of college students. University ceremonies have a profound impact on the emotions of college students by creating emotional experiences, enhancing identity and belonging, and providing opportunities for emotional education. This influence is not limited to the psychological level, but also involves the emotional development and emotional intelligence of college students.

University rituals play an important role in shaping the cognition, emotions, willpower, and character of college students. Through cultural inheritance, value recognition, political belief education, and the transmission of spiritual and cultural symbols, they influence the psychology and behavior of college students.

(3) Understand how to improve negative emotions and values among college students through opening, graduation, and scholarship distribution ceremonies.

University rituals have a value oriented function, which can convey a spirit, a belief, and a value to students. This is precisely the symbolic manifestation of rituals. Through rituals, students are able to accept and recognize the rituals conducted within the campus

cultural atmosphere and framework, making it easier for them to identify and accept the deeper values behind the rituals.

Through the opening, graduation, and award ceremony, it is possible to effectively improve the negative emotions and values of college students. These ceremonies are not only a celebration and affirmation of important milestones in students' learning and life, but also an education and guidance of their emotions and values. The opening ceremony is an important starting point for college life, providing students with new expectations and goals for college life. Through the opening ceremony, students can feel the cultural atmosphere and values of the university, which is of great significance for them to adapt to university life, establish correct values and goals. The graduation ceremony is a summary and affirmation of a student's four-year study life in college. Through the graduation ceremony, students can reflect on their growth process, think about their future development direction, and also feel a sense of belonging to their alma mater and expectations for the future. The award ceremony is a recognition and reward of students' academic achievements. Through such a ceremony, students can feel that their efforts have been recognized, while also being motivated to continue striving academically. These ceremonies provide students with rich emotional experiences and guidance on values through various means such as speeches, performances, interactions, etc. They can help students better understand their roles and responsibilities, enhance their confidence and self-esteem, and also help them better control their emotions and face challenges in life. Through these ceremonies, universities can effectively influence students' emotions and values, help them better adapt to university life, and lay a solid foundation for their future development.

(4) Understand the mechanism of university rituals on students' psychological adjustment, implicit psychology, and social identity.

The mechanism of university rituals on students' psychological adjustment, implicit psychology, and social identity can be understood from the following aspects: school rituals are an important carrier of "cultural people" in school education. By displaying and interpreting the symbolic symbols in school rituals, telling the historical origins and development of rituals, students' understanding of the cultural connotations of rituals can be enhanced, thereby promoting cultural identity and inheritance. University ceremonies have educational and cultural characteristics, which can convey values and inherit cultural traits. For example, the opening ceremony can be seen as a process of re socialization, strengthening the behavior patterns and values of college students. During the process of participating in the ceremony, students gain emotional experiences that are difficult to generate in daily life, such as a sense of solemnity, joy, sadness, etc. These emotional experiences help students to reflect spiritually, bringing contemplation and ideological sublimation on the level of value recognition. University ceremonies, as carriers of culture and history, inherit culture and spread ideas through specific symbolic symbols and procedures, helping students understand and identify with the cultural connotations and historical significance behind the ceremonies. University ceremonies influence students' psychological adjustment, implicit psychology, and social identity through various means, promoting students' understanding, identification, and inheritance of culture, enhancing moral education and value recognition, strengthening identity recognition and organizational cohesion, enriching students' emotional experiences, and promoting historical inheritance and cultural dissemination.

## Conclusions

### (1) Design ceremonies to promote positive behavior among students

Firstly, clarify the purpose and expected effects of the ceremony, ensuring that the ceremony design is consistent with the school's educational goals and students' growth needs. Incorporate the cultural characteristics and traditions of the school into ritual design, and strengthen students' cultural identity and sense of belonging through rituals.

Encourage students to participate in the design and implementation of ceremonies to enhance their sense of participation and responsibility. Utilize symbolic elements such as logos, colors, music, etc. to enhance the infectiousness and memorable points of the ceremony. Ensure that the ceremony has a certain degree of repetition and strengthen its educational effect through periodic holding. Create ritual activities that enrich emotional experiences, such as storytelling and role-playing, to touch students' emotions and promote value internalization. Display positive role models during the ceremony, such as commending outstanding students or teachers, and inspiring students to imitate positive behaviors.

Here are some specific design suggestions:

The third college needs to design an admission ceremony that emphasizes academic integrity, campus culture, and learning attitude, helping students quickly integrate into campus life. Emphasize the importance of alumni identity during the graduation ceremony and encourage graduates to continue making contributions to society. Such as morning reading and flag raising ceremonies, cultivate students' discipline and sense of responsibility through daily repetition. Design celebration ceremonies using traditional festivals to enhance students' understanding and respect for traditional culture. Design ceremony activities around specific themes such as environmental protection and volunteer service, and guide students to participate in social practice.

Through these designs, rituals can become effective tools for promoting positive behavior, shaping good character, and values among students.

### (2) Design ceremonies to enhance students' sense of responsibility

Ensure that the design and content of the ceremony are clearly centered around the theme of responsibility. The importance of responsibility can be emphasized through speeches, videos, interactive discussions, and other forms. Set up role-playing or simulation activities in the ceremony to allow students to experience the responsibilities of different roles (such as leaders, team members, community members, etc.), thereby enhancing their sense of responsibility. Commending students who demonstrate a strong sense of responsibility at the ceremony, setting an example and inspiring other students to follow suit.

Here are some specific design suggestions: Design a swearing in ceremony where students promise to abide by school rules, academic integrity, and social responsibility. The content of the oath should be specific and clear, reflecting the responsibilities that students should bear. Invite guests from both inside and outside the school to give keynote speeches and share their understanding and practical experience of responsibility. Arrange students or teachers to share real stories about responsibility, and use the power of stories to touch students' hearts. Encourage students to showcase their responsibility projects in course learning, social practice, or volunteer service to demonstrate a sense of responsibility. Design group discussion or debate sessions to allow students to engage in in-depth thinking and communication on issues related to sense of responsibility. After the ceremony, encourage students to provide feedback and reflect on how to practice a sense of responsibility in their daily lives.

Through these designs, rituals can become an important tool to enhance students' sense of responsibility. It is important to ensure that the ceremony is not just a formality, but truly touches the hearts of students, prompting them to demonstrate a sense of responsibility in their actions.

(3) Ritual activities that enhance student team spirit can be diversified

Through a series of games and challenges that require teamwork, help students break down barriers and build trust. Encourage student teams to jointly design flags or badges that represent their team and enhance team identity. Arrange tasks or projects that require teamwork to complete, such as campus beautification, community service, etc. Organize sports events or intellectual competitions, encourage teamwork to strive for victory. Commending team achievements at the ceremony, rather than individual achievements, emphasizes the importance of teamwork. Present trophies or certificates to the winning team, allowing team members to share the joy of success. Combining traditional ceremonies with modern team collaboration elements, such as adapting traditional performances like lion and dragon dances into versions that require teamwork. Set up a team spirit themed day and carry out a series of team activities, such as team development training, team creativity display, etc. Organize teams to showcase their cultural characteristics, prepare programs through teamwork, and enhance mutual understanding and teamwork.

Ritual team activity setup: Organize team hiking activities to enhance team cohesion by overcoming difficulties together. Regularly engage in group morning exercises to enhance team spirit through joint physical activities. After the event, conduct team reflection and share experiences and feelings of teamwork. Create a team story wall where team members can share their team experiences and insights.

Through these activities, students can not only experience the importance of teamwork, but also learn how to effectively communicate and collaborate within a team, thereby enhancing team spirit.

(4) Ceremony for cultivating a sense of responsibility in curriculum design

At the beginning of course design, specific goals for cultivating a sense of responsibility should be clearly defined, such as integrity, teamwork, and social participation. Design corresponding ritual content based on the goal of cultivating a sense of responsibility. For example, a "Integrity Oath" ceremony can be designed to encourage students to commit to academic integrity principles during the ceremony. Integrate rituals as part of the curriculum with the teaching content. For example, in social responsibility courses, a "Community Service Commitment" ceremony can be designed to encourage students to commit to participating in community service activities during the ceremony. Emphasize the importance of a sense of responsibility during the ceremony, and use forms such as speeches, story sharing, and videos to help students understand the significance of a sense of responsibility for both individuals and the collective. After the ceremony, organize students to reflect and discuss, allowing them to share their feelings and experiences of participating in the ceremony, as well as how to apply a sense of responsibility to daily life. Provide students with opportunities to continuously practice their sense of responsibility, such as participating in volunteer service, academic competitions, team cooperation projects, etc., so that they can experience the importance of responsibility in practical operations.

In the academic integrity course, design an integrity oath ceremony where students promise to abide by the principles of academic integrity and sign to confirm. In social responsibility courses, design a community service commitment ceremony where students commit to participating in community service activities and discuss service plans and goals. In the team collaboration course, design a team collaboration initiation ceremony where students commit to adhering to team collaboration principles and jointly developing team goals and plans.

Through these rituals, students can not only learn specific behavioral patterns and social norms, but also enhance their self-identity, cultural understanding, emotional intelligence, and moral values. These rituals will become important tools for cultivating students' sense of responsibility.

## Recommendation

1)Optimize Ceremony Design and Implementation: Design ceremonies that align with educational goals and students' developmental needs, incorporating institutional cultural characteristics and traditions. Encourage student participation in ceremony design and execution. Enhance emotional experiences through storytelling and role-playing, strengthening the educational effect and psychological impact of ceremonies.

2)Foster Responsibility and Team Spirit: Integrate responsibility-themed elements into ceremonies, such as oaths and commitments. Design team-building activities to enhance cohesion and collaboration skills. Showcase positive role models to inspire emulation. Integrate ceremonies with curriculum design to reinforce learning objectives and cultivate a sense of responsibility.

3)Focus on Mental Health and Personal Growth: Develop ceremonies that provide emotional support and help students cope with mental health issues. Utilize rituals to enhance students' adaptability and resilience. Design ceremonies that promote cross-cultural understanding and global perspectives. Regularly assess the impact of ceremonies on students' psychological well-being and personal growth, and continually improve based on findings.

These recommendations aim to optimize university ceremonies to better support students' psychological well-being, personal growth, and overall development, thereby creating a more meaningful and impactful university experience.

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