
Economy Promotes the Development of Arabic in Official Universities in the 21st Century (Gansu Province, China)

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Abstract

Over the past 70 years since its founding, the People's Republic of China has made great achievements that have attracted worldwide attention and made important contributions to the development of human society. Although the whole country was poor and backward when the People's Republic of China was founded, Islam and Arabic continued to spread in China, which could be systematically divided into two directions: first, focusing on the spread of Islamic culture, including official and unofficial Arabic education; second, focusing on national economy and diplomacy, the construction of Arabic majors in universities, and the official establishment of Arabic majors in universities after the 21st century. In the past studies, researchers have analyzed the development of China-Arab trade. Many researchers pay attention to the development of Arabic teaching in China, but seldom pay attention to the impact of economic promotion on the development of Arabic in Gansu Province. The purpose of the research is to understand and analyze the impact of economic promotion on the development of Arabic.

Key words

Economy, official university, Arabic, influence

Introduction

Throughout the development of history, Gansu Province is located in an important hub along the Silk Road. It has a natural affinity with Arabic and a historical foundation. The Arabic major established in Gansu Province not only spreads Arabic culture, but also teaches Arabic, serving national development and ethnic minority areas, two-way development and mutual influence. Today, with the increase of China's GDP and Gross regional product per capita, various fields of China are going to different countries and regions. At this time, countless Chinese people begin to teach Chinese to people of various countries.

Text

In 1949, when New China was founded, its GDP was 12.3 billion yuan, and its per capita regional GDP

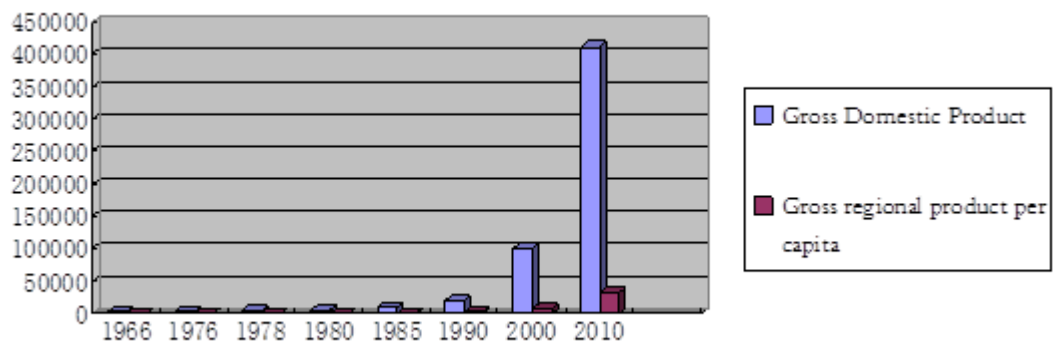
was 23 yuan. In 1966, the first year of the "Cultural Revolution", China's GDP was 188.8 billion yuan. By the end of 1976, it had increased to 298.8 billion yuan, an increase of 58.26% in the past ten years, with an average annual growth rate of 5.82%. In 1977, the unified national higher education examination was resumed, and Arabic teaching in universities was gradually resumed. After the resumption of teaching in official universities after the founding of New China, teaching in mosques and official Islamic teaching institutes were gradually resumed. In 1978, China's GDP reached 367.8 billion yuan, an increase of 23.09% over 1976 and 94.80% over 1966. In December, the National Conference decided on reform and opening up. Reform and opening up is the key decision, which is to carry out internal reform and implement an open policy to the

outside world. "Arabic language and literature in the 1980s, a period of great attention and good results to Arabic language 、 literature and culture"¹. The implementation of reform and opening up and the policy centering on economic construction have brought another opportunity for the development of Arabic education. Arabic majors in various universities have quickly climbed out of the trough and entered a historical development stage that has never been seen before. Therefore, the reform and opening up is the watershed of China's development and is developing rapidly. Since the beginning of the 21st century, the gross domestic product (GDP) and the per capita gross regional product have greatly increased, as follows:

In 2000, the GDP was 53.1 times that of 1966, and the per capita GDP was 30.9 times that of 1966. In 2000, the GDP increased by 2,626.48 percent over 1978, and the per capita regional GDP increased by 1,962.85 percent. In 2010, the GDP increased by 310.96 percent over 2000, and the per capita GDP increased by 287.91 percent. In 2010 the GDP was 112.04 times that of 1978, and the per capita GDP was 80.02 times that of 1978. After entering the 21st century, China entered the fast lane, especially the rapid economic development in the first decade. The economy promoted the expansion of foreign language demand, and there was an urgent need for universities to expand the scope of Arabic education. This is the mutual influence of language policy and social needs, Therefore, Gansu Province added a new university Arabic major.

¹ Zhu Weilie, 1990, Ten Years of Hard Work, Arab World

2010	2000	1990	1985	1980	1978	1976	1966	
412119	100280	18872	9098	4587	3678	2988	1888	China's GDP – (Hundred million yuan[1])
30808	7942	1663	866	468	385	321	257	Gross regional product (yuan)



The Arabic major of Northwest Normal University was established

According to the statistics of the General Administration of Customs of China, the total import and export trade between China and Arab countries was only 15.206 billion US dollars in 2000, but it increased to 248.188 billion US dollars in 2014. In a short period of time, the total import and export volume increased by 2860%, with an average annual growth rate of 200%. Among them, the export volume increased from US \$6.378 billion to US \$113.851 billion, an increase of 1935%, with an average annual growth rate of 129%; On the other hand, imports increased from 8.829 billion US dollars to 134.337 billion US dollars, an increase of 4421%, or an average annual growth rate of 300%.

Against the backdrop of a decline in China's overall trade volume, China-Arab trade volume still increased by 5.2% year-on-year. Among them, exports amounted to \$113.9 billion, up 12.3 percent year-on-year. In 2000, the total trade volume between China and Arab countries accounted for only about 2.2% of China's total foreign trade volume, but the proportion rose to 5.8% in 2014. In terms of export, China's exports to Arab countries in 2015 reached 113.851 billion US dollars, accounting for 4.89% of China's total exports in that year, with an increase of 2.34 percentage points compared with 2000. Arab countries have become the sixth largest export region of China: in terms of import, China's imports from Arab countries in 2010 reached 1343.3 700 million US dollars, accounting for 6.85% of China's total imports that year, up 2.87 percentage points from 3.92% in 2000. It can be seen that both the proportion of total trade volume between China and Arab As an important province along the overland Silk Road from ancient times to today, Gansu has successfully held a series of activities, such as the Silk Road Cooperation Forum and the Silk Road International Tourism Festival, which have further deepened the cooperation between provincial enterprises and countries along the Silk Road, especially Arab countries and regions. As the country's development needs change, the demand for talents in Middle East studies, including Arabic, is increasing, and many universities have established Arabic majors. "At present, there are 46 universities with Arabic majors, such as Northwest Normal University and Fudan University. In addition, there are 10 junior colleges, 10 Islamic institutes, and universities with Arabic majors, which constitute the three major forces of Arabic education in the

countries in China's foreign trade volume and the proportion of import and export volume in China's total import and export volume have been on the rise since 2000, which means that the trade between China and Arab countries is continuing to deepen, and there will be greater cooperation possibility (potential) in the future. At the same time, the trend of interdependence between China and Arab countries is strengthening, the trade volume is expanding rapidly, the economic complementarity is strengthening, the mutual investment is starting to take off, and the future development will be mutually beneficial and win-win. China and Arab countries have very good relations. There are no historical problems left over from the past, no fundamental conflicts of interests with other countries, the prospect is broad, and the economic relations are closer, Hence the urgent need for talent in Arabic translation.

country²."With the proposal of the Belt and Road Initiative, our country has begun to strengthen its contacts with different countries in various fields because of many national, ethnic and other languages"³. "The rapid increase in wealth due to economic reasons will accelerate the development of news media and educational culture"⁴. Therefore, there is a great demand for minority languages in

² Liu Wenjia, Luo Lin, 2019, The Historical Logic and Path Selection of Arab Teaching Reform in Universities, Chinese Muslims, P83

³ Tang Kexin, 2018, The Impact of "One Belt and Road" Policy on the Development of Minority Languages, Northern Literature, P1

⁴ Liu Kaigu, 1989, The Development of Modern Arabic, Studies in the Arab World, P68

China. Although the environment for the teaching of minority languages is good, the country still needs to take measures to improve the teaching of minority languages, so as to cultivate practical talents for the country and make contributions to economic and cultural exchanges. "Since ancient times, translators are a rare resource, or a link between countries to communicate and exchange, and play a very important role in the development of trade"⁵. There are 5 teachers of Arabic major, all of whom have overseas study experience. The goal of Arabic major is to cultivate senior professional talents with good language foundation and extensive scientific and cultural knowledge, who are capable of translation, research, teaching and management in foreign affairs, economy and trade, culture, press and publication, education, scientific research, tourism and other departments. In the development stage of Gansu Province with economic construction as the central task, the demand for foreign language talents from economic departments and enterprises will exceed the demand for foreign language talents from government departments. With the rapid economic development, deepening of economic trade and scientific research between China and other countries, the development of translation industry has been promoted. Translation talents have been rare resources since ancient times, and they are also the most expensive resources. Trade can be carried out quickly, but the training of translators needs time cycle. Therefore, from the reform and opening up to the 21st century, China's rapid economic growth has promoted the second stage of the development of Chinese Arabic, and promoted the establishment of

⁵ Hai Xiaomin, 2013, The Development Prospect of Arabic Major, Chinese Business, P288

Arabic major in Northwest Normal University. The teaching purpose is becoming more and more prominent, and the number of learners is increasing.

"Since the founding of the People's Republic of China, the Arabic major in universities has developed for more than 60 years, This has made the Chinese Arabic language go beyond the scope of traditional religious language and closely integrate with the country's political, economic, cultural and social construction, serving the needs of China's diplomacy, reform and opening up, and officially become an important part of China's foreign language education"⁶. "Arabic is bound to be integrated into national life and social culture in China, and the study and use of Arabic will also form an active, national and global upward trend"⁷. Arabic majors of famous universities in Beijing, Shanghai and other regions are responsible for the training of state diplomats. Gansu Province has had multiple contacts with Arab countries since ancient times. The Hui⁸, Baoan⁹, Dongxiang, Salar¹⁰ and other ethnic

⁶ Zhu Weilie, 2009, Create tradition and highlight characteristics, Arab World, P3

⁷ Na Huiyu, 2014, Analysis on the Development Trend of Arabic in Chinese Universities, Heihe Academic Journal, P84

⁸ The Hui nationality is the majority of the Han nationality incorporated into the Arab and Persian tribes in the Middle East, which is equal to the Muslim ethnic groups such as the Mongols and Uygurs.

⁹ Bao 'an is one of the minority ethnic groups that believe in Islam in China. It is one of the ethnic groups with a small population in China. The national language of Bao 'an is security. As for the long-term communication with the

minorities with Arabic as their religious language live in Gansu Province. Arabic, the representative of learning culture, is the cultivation of teachers in Confucius Institutes in Arab countries, and students are the basis of teacher training. To be a teacher in Confucius Institutes in Arab countries, one must not only be familiar with Chinese, but also understand Arabic. According to the teaching syllabus, Arabic majors set scientific and reasonable courses, and specific requirements have been made for the teaching object, teaching purpose, teaching content, teaching principles, curriculum setting, teaching arrangement, testing and evaluation of Arabic majors in Chinese higher institutions. "It emphasizes the cultivation of students' language skills, such as listening, speaking, reading, writing and translation, and the requirements are both principled and flexible"¹¹. "This is a major part of the curriculum of

surrounding Han and Hui ethnic groups, the security of Chinese borrowings more, commonly used Chinese, to Chinese as a tool of social communication. Bao 'an people live in the Dahe family, distributed in Linxia Hui Autonomous County, Lanzhou City, Qinghai, Xinjiang and other places.

¹⁰ Salar is one of the minority ethnic groups that believe in Islam in China. The national language is Salar, which belongs to the Altic Turkic Auguz, and some people think that it belongs to the Salva dialect, which has no characters and can be used in Chinese. They mainly live in Gandu Town, Xunhua County, Salar Autonomous County, Qinghai Province, Hualong Hui Autonomous County, Islam is the main faith of Dahe Salar people, Dongxiang County, Baoan. As a result, religion has exerted a profound influence on its historical development, politics, economy and culture.

¹¹ Ding Jun, 2013, History of Arabic Education

every university Arabic program"¹². The teaching of lower grades is based on basic language training, which focuses on five basic language skills including listening, speaking, reading, writing and translating. The compulsory courses for majors include basic Arabic, advanced Arabic, grammar, oral English, translation theory and practice, etc., aiming at cultivating students' solid basic language skills and language skills. In the senior stage, advanced Arabic, advanced grammar, newspaper reading, writing, Arab Islamic culture and history, and Arab national conditions are set up. The curriculum is rich and reasonable to broaden students' knowledge and enrich their knowledge system. At the same time, students' practical language ability is strengthened through extensive social practice activities such as visiting abroad and practicing in bases. Provide students with a full range of learning environment and career direction.

Therefore, throughout the development of history, located in an important hub along the Silk Road, Northwest Normal University is located in Lanzhou, Gansu Province in the five northwestern provinces. The establishment of the Arabic major in the university has realized the upgrading of the teaching of Arabic in the university. The history is surprisingly similar. Countless Chinese began to teach Chinese to the people of the other country again.

The Arabic major of Lanzhou Jiao tong University was established

"In 2014, he delivered a speech at the opening ceremony of the sixth Ministerial Meeting of China-Arab States Cooperation Forum, saying that

in China, China Social Sciences Press, P99

¹² Na Huiyu, 2014, Analysis on the Development Trend of Arabic in Chinese Universities, Heihe Academic Journal, P83

China and Arab States should carry forward the spirit of the Silk Road and jointly build the Belt and Road. Arabic is the common language of Arab nations and the religious language of Muslims all over the world, mainly spoken in 22 Arab countries in West Asia and North Africa. At the same time, it is also the main working language of six international organizations such as the United Nations and the League of Arab States, and is listed as the third "key foreign language" in China".

With a high degree of acuity and continuous efforts of leaders, experts and scholars at all levels of the university, Lanzhou Jiaotong University, the first engineering university in Gansu Province, established its Arabic major in 2015 through the audit of the national education department. It is worth mentioning that in the 21st century, the national Arabic education has developed rapidly. It attaches great importance to practical teaching and strengthens the ability of listening, speaking, reading and writing. Compared with Northwest University for Nationalities founded in 1997, the newly established universities are very rich in teaching funds. Second, with the gradual improvement of China's GDP, the state's investment in the field of education has gradually increased. "Arabic major now has 5 Chinese teachers, who graduated from Pakistan International Islamic University and other universities at home and abroad, and all of them have overseas study background and participated in the translation experience of large conferences in China"¹³. This is the impact of the increase of the per capita GDP, 385 yuan in 1978 and 1663 yuan in 1990. Before the reform and opening up, few people studied in universities. After the reform and opening up, the gradual increase of the per capita

GDP, the number of people studying in universities also gradually increased. The Arabic major in the university has been established for a short time and has invited two foreign teachers, which is an upgrade of teaching methods. Regular Arabic corner and Arabic professional skills competition are held to constantly enrich and broaden the second classroom. Combining with the characteristics of Chinese people, Chinese teachers teach language basics, while foreign teachers strengthen listening and speaking. This kind of teaching model has not been found in any historical period in China, which is an important influence on the increase of the gross national product.

"The main purpose of teaching Arabic in colleges and universities is to cultivate a solid foundation of Arabic language and a relatively broad knowledge of science and culture"¹⁴. "The general universities are dominated by Arabic, and learning other cultural knowledge and skills and obtaining academic certificates from the Ministry of Education"¹⁵. In order to cultivate application-oriented senior professionals with international vision, mastering Arabic language, literature and cultural knowledge, language application ability, cross-cultural communication ability, critical thinking and innovation ability, national research and judgment ability. The courses of Chinese universities are formulated by the professional committee and approved by the Office of Academic Affairs of the universities. Besides, different courses are prepared according to the characteristics of the universities' majors. Moreover, the teachers have rich overseas study experience, which plays an important role in

¹³ Official website of institute of Foreign Languages of the University

¹⁴ Na Huiyu,P83

¹⁵ Na Huiyu, P83

the teaching work of students. In addition to offering professional courses such as basic Arabic, Arabic audio-visual, Arabic reading, Arabic translation theory and practice, Arabic majors also offer elective courses such as introduction to civil engineering, building architecture, engineering map recognition, etc., relying on the engineering advantages of the university, so as to compete with universities of different levels and types and cultivate professional Arabic talents needed by different industries in the society. "Because the economic trade between China and Arab countries is mainly limited to oil, water conservancy, transportation and construction projects"¹⁶. Arabic graduates work in government agencies, scientific research institutes, overseas agencies, news media, overseas projects department of Chinese enterprises, engineering construction enterprises and other departments. In particular, in recent years, with the continuous growth of the total trade between China and Arab countries, China has undertaken more and more engineering projects in Africa, the Middle East and other countries, and the work scope of graduates has expanded, including project assistant, Arabic translator, foreign trade salesman, international business supervisor, and Arabic teacher of some Chinese enterprises in oil and gas fields. The students are widely distributed in small trade markets, private enterprises and Chinese state enterprises. Although the per capita GDP increases gradually every year, China is faced with a large population and still a large number of poor groups. Compared with students in developed coastal cities, most students in Northwest China's families are poor. Due to poor families, students in Northwest

¹⁶ Zhou Bo, 2010, The Current Employment Situation of Arabic Majors and its Analysis, Economic Research Guide, P273

China first need to get out of poverty and choose to work in Middle East and North Africa where wages are higher, so that more families can gradually get out of poverty, Will promote the development of ethnic poor areas.

"At present, the number of minority language schools in China cannot meet the country's demand for talents"¹⁷. "Youth, as an active social force, is a key force for national development, strength and prosperity, and can play a positive role in the joint construction of the Belt and Road between China and Arab countries"¹⁸. The world today is undergoing major changes, such as economic globalization, social information and scientific and technological progress, and the importance and urgency of innovative talents are increasing day by day. The future development and rejuvenation of the country and talents is an important basis for education. In the face of the "Belt and Road" development Initiative, the opportunities and challenges faced are necessary, and development is the first task. Foreign language talents are the foundation and support for the Belt and Road Initiative. China, like other countries, has become more and more fierce in the fields of politics, economy, trade and culture, and the differences in social environment, cultural language, religious belief, way of thinking and values are becoming more and more prominent. The demand for talents with some professional background and international experience, as well as international talents with

¹⁷ Tang Kexin, P1

¹⁸ Huang Hui, 2018, Opportunities、 Challenges and Countermeasures of Youth Participation in China-Arab Co-construction of "One Belt and One Road", Chinese Youth Research, P31

humanities and social science background is growing. There is also a shortage of multilingual and knowledgeable talents with broad horizons. Through multi-language knowledge, multi-cultural knowledge and inclusive cultural attitude, it is essential to develop new cross-cultural people, realize cultural exchanges and cooperation with the "One Belt and One Road", and realize a powerful force to promote the sustainable development of the "One Belt and One Road". The Arabic Department of the University actively maintains exchanges and interactions with relevant institutions at home and abroad, and establishes cooperation and exchange relations. Only by communicating with each other can we learn from each other, only by understanding each other can we trust each other, and only by trusting each other can we work closely together. This is the foundation. Therefore, in the coming period of time, the strong strength of China-Arab trade will promote the demand for Arabic talents surge in Gansu Province and nationwide.

With the continuous growth of trade volume between China and Arab countries, the deepening of exchanges between China and Arab countries, and the many ethnic groups along the Belt and Road, the universities waiting for approval in Gansu Province are Lanzhou City University and Gansu University of Political Science and Law due to the particularity of the region. The establishment of Arabic major in Gansu University of Political Science and Law will fill the gap of Arabic major in law University. It is important for future development that more people be exposed to the Arabic terminology of the legal profession, especially Islamic legal terminology. After the completion of the construction of Arabic majors in these two universities in Gansu province, there will be five Arabic majors in Gansu Province. This will be an important opportunity in the history of education development in Gansu Province, which

has never happened in any historical period.

Conclusion

The Arabic major of Gansu University founded in the 21st century, provides an ideal platform for training senior professionals in Arabic, alleviates the social demand, especially when the national economy enters the fast lane, and promotes the establishment of Arabic major in the official University of Gansu Province. These universities all have a feature that closely focuses on the characteristic major of the university. The students are widely distributed in small trade markets, private enterprises and Chinese and foreign enterprises, which has a profound influence on promoting the development of poor ethnic areas and lifting families out of poverty. It has fundamentally solved the need of professional foreign language education in northwest areas, which is the result of efforts of several generations of outstanding Arabic speakers. It has great significance and far-reaching influence on sustainable development of Arabic language education in our country.

Research Methods

This study is about the new development of Arabic language in the official University of Gansu Province, China in the 21st century. The research design used in this paper is qualitative research. Therefore, in this study, researchers adopted the historical data research method, comparative research method and interdisciplinary research method within the framework of the new development of Arabic language in Gansu Province.

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