



Talal Abu-Ghazaleh – Confucius Institute

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TAG-Confucius Institute:

The Institute was established in September 2008 to introduce the Chinese language and culture, as well as achieving a greater mutual understanding between the Arab and Chinese cultures. This unique initiative is based on the cooperation agreement between TAG.Global and Confucius Institute in China. The Institute has been named after the great intellectual, mentor and philosopher, Confucius, whose ideas had influenced China and other regions around the world for over 2,000 years.

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TAG-Confucius Institute is the first institute accredited by the Chinese Government to teach Chinese language in Jordan.

TAG-Confucius Institute is holding a new course to teach the basics of the Chinese language for beginners:

A. Threshold Level for Adults: starting 8/10/2023

Schedule: Sunday – Tuesday from 6:00 – 8:00 pm

B.Threshold Level for Kids : starting 7/10/2023

Schedule: Schedule: Saturday – Wednesday from 3:00 – 4:30 pm

***All Chinese language teachers are from China specialized in teaching Chinese language for foreigners and accredited by the Confucius Institute in China.**



TAG-Confucius Institute Celebrates Teacher Day

On September 15th, TAG-Confucius Institute Celebrates Teacher Day

This celebrating activity aims to arouse the teachers' enthusiasm of imparting knowledge and educating people, create an atmosphere of respecting teachers and valuing education and enrich the overseas Chinese teachers' life. The students expressed their gratitude to teachers by their drawings, handcrafts, writing and so on.

Teacher's Day - festive date in China

10 September is an official holiday in China. This day the whole country fetes educators and teachers. This holiday, in its different interpretations, has been existed in China as early as the middle Ages. Teachers and coaches have always been honored and respected in China.

Very often teachers acted as mentors throughout the whole



life; especially it is true for the traditional Chinese martial arts. The modern holiday was awarded a national status on January 21, 1985. The urgent need in this holiday in China was caused by the fact that the “cultural revolution” in China cut the number of intellectual workers – teachers, in particular.

The main purpose of introduction of Teacher's Day as a public holiday, was a Chinese

authorities' desire to increase the prestige of this profession. Since then, on 10 September, the festive events in honor of the specialists of educational sphere are held throughout China every year.

This day China holds meetings and festival events. Awards ceremonies are taking place very often. Pupils give flowers and gifts to their mentors. Thousands of schoolchildren

and students thank their teachers for their important work.

Since the school system in China is based on the Western model, many old traditions in honor of teachers have not been

preserved today. For example, in ancient times, the disciples as a sign of respect for teachers wash their feet. Thus, they showed their humility and willingness to submit to and obey their teachers.

Teacher's Day in today's China has become one of the most important festive dates.

<https://www.advantour.com/china/holidays/teachers-day.htm>



TAG-Confucius Institute Celebrates Mid-Autumn Festival, National Day and Confucius Institute Day

On September 25, TAG-Confucius Institute (TAG-CI) held a series of activities to celebrate the Mid-Autumn Festival, National Day and Confucius Institute Day. The activities included video watching, paper cutting, paper-folding and making moon cakes. In addition, TAG-CI bought moon cakes of different flavors and seasonal fruits, etc. for the guests to taste. TAG-CI was filled with a festive atmosphere. Dr. Yang Songfang, Chinese Director of TAG-CI, Mr. Mamoun Al-Sebaa, Jordanian Director of TAG-CI, Ms. Randa Al-Yabroudi, Deputy Director of TAG-CI, the teachers, students and some parents participated in the event.

Dr. Yang Songfang expressed in her speech: the golden autumn witnesses the traditional Chinese festival Mid-Autumn Festival and Confucius Institute

Day, and the National Day of China is drawing near. We get together to celebrate the three festivals and feel the peace and happiness of the festivals. She also introduced the rich and interesting activities provided by TAG-CI and extended the festive wishes to everyone.

The teacher first led the students to watch the Mid-Autumn Festival cultural learning videos, Mid-Autumn Festival cartoons especially for children, and "Beautiful China" videos, which made the students, know about the historical significance and cultural inheritance and feel the development and prosperity of China.



Paper cutting and paper folding are one of the representatives of traditional Chinese handicrafts handed down during various traditional festivals in China. Under the guidance of the teachers, the intelligent students cut various pretty patterns and folded exquisite and colorful lotus lanterns.

The moon cake is the traditional food for the Mid-Autumn Festival and has a long history and rich cultural connotation, implying reunion and happiness. Under the guidance of the teachers, the students learned the steps and techniques for making mooncakes, and then experienced making mooncakes themselves. Quickly, colorful mooncakes with nice appearance seemed to leap on the plates and brought the students' sense of achievement.

The last item of the event was to taste the mooncakes and fruits prepared in advance by TAG-CI.

The sweetness of the mooncakes and the freshness of the fruits brought everyone a wonderful taste experience. On the occasion of the three festivals, the students not only understood the festival culture, but also felt the warmth of TAG-CI, and enjoyed the joy of the festivals as.



Education of China

The educational system in China is a major vehicle for both inculcating values in and teaching needed skills to its people. Traditional Chinese culture attached great importance to education as a means of enhancing a person's worth and career. In the early 1950s the Chinese communists worked hard to increase the country's rate of literacy, an effort that won them considerable support from the population. By the end of that decade, however,



the government could no longer provide jobs adequate to meet the expectations of those who had acquired some formal schooling. Other pressing priorities squeezed educational budgets, and the anti-intellectualism inherent in the more-radical mass campaign periods affected the status and quality of the educational effort. These conflicting pressures made educational policy a sensitive barometer of larger political trends and priorities. The shift to rapid and pragmatic economic development as the overriding national goal in the late 1970s quickly affected China's educational system.

The Chinese educational structure provides for six years of primary school, three years each of lower secondary school and upper secondary school, and four years in the standard university curriculum. All urban schools are financed by the state, while rural schools depend more heavily on their own financial resources. Official policy stresses scholastic achievement, with particular emphasis on the natural sciences. A significant effort is made to enhance vocational training opportunities for students who do not attend a university. The quality of education available in the cities generally has been higher than that in the countryside, although considerable effort has been made to increase enrollment in rural areas at all education levels.

The traditional trend in Chinese education was toward fewer students and higher scholastic standards, resulting in a steeply hierarchical educational system. Greater enrollment at all levels, particularly outside the cities, is gradually reversing that trend. Primary-school enrollment is now virtually universal, and nearly all of those students receive some secondary education; about one-third of lower-secondary graduates enroll in upper-secondary schools.

The number of university students is increasing rapidly, though it still constitutes only a small fraction of those receiving primary education. For the overwhelming majority of students, admission to a university since 1977 has been based on competitive nationwide examinations, and attendance at a university is usually paid for by the government. In return, a university student has had to accept the job provided by the state upon graduation. A growing number of university students are receiving training abroad, especially at the postgraduate level.

The system that developed in the 1950s of setting up “key” urban schools that were given the best teachers, equipment, and students was reestablished in the late 1970s. The inherently elitist values of such a system put enormous pressure on secondary-school administrators to improve the rate at which their graduates passed tests for admission into universities. In addition, dozens of elite private schools have been established since the early 1990s in China’s major cities.

Six universities, all administered directly by the Ministry of Education in Beijing, are the flagships of the Chinese higher educational system. Three are located in Beijing: Peking University (Beijing Daxue), the leading nontechnical institution; Tsinghua (Qinghua) University, which is oriented primarily toward science and engineering; and People’s University of China, the only one of the six founded after 1949. The three outside Beijing are Nankai University in Tianjin, which is especially strong in the social sciences; Fudan University, a comprehensive institution in Shanghai; and Sun Yat-sen (Zhongshan) University in Guangzhou (Canton), the principal university of South China. In addition, every province has a key provincial university, and there are hundreds of other technical and comprehensive higher educational institutions in locations around the country. The University of Hong Kong (founded 1911) is the oldest school in Hong Kong.

The damage done to China’s human capital by the ravages of the Great Leap forward and, especially, by the Cultural Revolution was so great that it took years to make up the loss. After the 1970s, however, China’s educational system increasingly trained individuals in technical skills so that they could fulfill the needs of the advanced, modern sector of the economy.

The social sciences and humanities also receive more attention than in earlier years, but the base in those disciplines is relatively weak—many leaders still view them with suspicion—and the resources devoted to them are thin.

<https://www.britannica.com/place/China/Education>



TAGTech

PRODUCTS

- Intel Core i5
8th Generation
- 8 GB RAM
DDR4
- 256 GB SSD



FLIP



- Intel® Core i7
10th Generation 1065G7
- 8 GB RAM
DDR4
- 128 GB SSD
+ 512 GB SSD



PRO



- Intel Celeron N4100
- 4 GB LPDDR3
- 256GB SSD
+ 64GB EMMC



UNI



- Intel® Core i3
10th Generation 1005G1
- 4 GB RAM
DDR4
- 128 GB SSD



EDU

- Intel® Core i7 10th
Generation 10510U
- 8 GB RAM
DDR4
- 128 GB SSD
+ 1 TB HDD



PLUS I

- Intel® Core i7 10th
Generation 10510U
- 8 GB RAM
DDR4
- 128 GB SSD
+ 512GB HDD



PLUS II



- Intel® Core™ i7
1255U
- 8 GB RAM
DDR4
- 256 GB SSD
+ 1 TB HDD

- Intel® Iris®
Xe Graphics

- 4500 mAh

- AX (wifi 6) BT 5.1

PLUS III

7022

New





Intel® Core™ i5
1235U



Intel® Iris®
Xe Graphics



8 GB RAM
DDR4



5000 mAh



256 GB SSD
+ 1 TB HDD



AC WIFI
BT 4.2

PLUS III

5022

New



Spreadtrum
SC7731E Quad-core



2 GB



32 GB



TAG-TAB Kids II



MediaTek MTK
8788 octa-core



8 GB



128 GB



TAG-TAB III



Front: 16 MP
Rear: 20 MP



6 GB



128 GB



**TAG-PHONE
Special**



Spreadtrum
SC9863 Octa-core



4 GB



64 GB



TAG-DC



Front: 8 MP
Rear: 16 MP



4 GB



128 GB



**TAG-PHONE
Plus**



Front: 16 MP
Rear: 16 MP



6 GB



128 GB



**TAG-PHONE
Advanced**

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