

WITH LOVE FOR THE SACRED LANGUAGE

Aziz Xakimov

Lecturer at the Department of Arabic Language and
Literature Al-Azhar at the International Islamic Academy of Uzbekistan

Abstract

Some people think that it is easy for non-native speakers of Arabic to learn, but in reality, any language learner faces some obstacles in the learning process, so it takes a long time to learn the language. These problems include everything related to phonetic, morphological, grammatical, semantic, and writing skills. There are also problems unrelated to linguistics, such as in social, cultural, psychological, cognitive, economic, and historical fields. Pronunciation problems are one of the first problems that a student may encounter in any language because, in the early stages of language learning, he learns the denominator of sounds. If a person learns from a young age, it is not difficult to pronounce letters, but adults who learn a second language often have difficulty pronouncing certain sounds, and this is because some letters do not exist in their native language.

Introduction

A number of linguistic differences in learning Arabic for foreigners include differences in pronunciation, intonation, and rhythmic positions between the two languages. Accordingly, if the native language contains letters similar to those of the second language, the learner will not have any difficulty pronouncing them, but emphatic and stressed sounds will obviously cause difficulty. To correct them, it is necessary to practice constantly and get used to repeating a complex of words with the sounds that are difficult for him.

The second challenge is writing skills, which include calligraphy and spelling. The Arabic language is distinguished by a unique writing system. After all, most of the Holy Qur'an, hadiths, and a number of unique works that have come down to us are in Arabic. A major obstacle to learning Arabic as a second language is the right-to-left approach, as in most languages it is the opposite. It should be noted that there are twenty-eight letters in the Arabic alphabet; that is, it does not include vowels. You just need to learn to write and practice in a notebook until you get it right. It should be written gradually, in one size; the longest of the letters is one and a half squares. Getting used to half the space between letters and two spaces between words works well.

In addition, there are many difficulties with grammar in the next stage. The structure of an Arabic sentence is different from the structure of a sentence in many languages around the world. For example, the position of the possessive-participle in a sentence, the matching of determiners in several categories, the confusion in the chain of additions, demonstrative pronouns, compound pronouns, parts of verbs, the expression of different moods, the introduction of pronouns, and the tenses used to express them, although they are only past and present-future, Frontal auxiliaries and cases and exceptions that do not occur in other

languages are numerous. At this point, it is worth emphasizing one thing: when learning the verb, the verbs and their use should not scare the child. On the contrary, it is recommended to show each verb in harmony with the past and present-future tenses.

Some people think that it is easy for non-native speakers of Arabic to learn, but in reality, any language learner faces some obstacles in the learning process, so it takes a long time to learn the language. These problems include everything related to phonetic, morphological, grammatical, semantic, and writing skills. There are also problems unrelated to linguistics, such as in social, cultural, psychological, cognitive, economic, and historical fields. Pronunciation problems are one of the first problems that a student may encounter in any language because, in the early stages of language learning, he learns the denominator of sounds. If a person learns from a young age, it is not difficult to pronounce letters, but adults who learn a second language often have difficulty pronouncing certain sounds, and this is because some letters do not exist in their native language. A number of linguistic differences in learning Arabic for foreigners include differences in pronunciation, intonation, and rhythmic positions between the two languages. Accordingly, if the native language contains letters similar to those of the second language, the learner will not have any difficulty pronouncing them, but emphotic and stressed sounds will obviously cause difficulty. To correct them, it is necessary to practice constantly and get used to repeating a complex of words with the sounds that are difficult for him. The second challenge is writing skills, which include calligraphy and spelling. The Arabic language is distinguished by a unique writing system. After all, most of the Holy Qur'an, hadiths, and a number of unique works that have come down to us are in Arabic. A major obstacle to learning Arabic as a second language is the right-to-left approach, as in most languages it is the opposite. It should be noted that there are twenty-eight letters in the Arabic alphabet; that is, it does not include vowels. You just need to learn to write and practice in a notebook until you get it right. It should be written gradually, in one size; the longest of the letters is one and a half squares. Getting used to half the space between letters and two spaces between words works well. In addition, there are many difficulties with grammar in the next stage. The structure of an Arabic sentence is different from the structure of a sentence in many languages around the world. For example, the position of the possessive-participle in a sentence, the matching of determiners in several categories, the confusion in the chain of additions, demonstrative pronouns, compound pronouns, parts of verbs, the expression of different moods, the introduction of pronouns, and the tenses used to express them, although they are only past and present-future, Frontal auxiliaries and cases and exceptions that do not occur in other languages are numerous. At this point, it is worth emphasizing one thing: when learning the verb, the verbs and their use should not scare the child. On the contrary, it is recommended to show each verb in harmony with the past and present-future tenses. Sometimes the teachers themselves face a number of difficulties in teaching Arabic to non-native speakers due to their lack of understanding and experience. On the contrary, it is necessary to master the field first, apply methods that make it easy to learn the language, and motivate students to interest them. It is necessary to gradually increase their vocabulary with the help of

pictures, visual aids, videos or audio tapes, and cartoons if necessary, because we all know that no language can be mastered without vocabulary. As much as possible, it is advisable to study the initial learning process thoroughly and allocate more class hours to it. As for the skill of reading, it is necessary to learn it from the beginning, learn to follow the letter after the movement, i.e., vowels, separate pronunciation into syllables, pay attention to each sound, and only then learn to read the words as a whole. At the next stage, they are taught to read words together, especially to pronounce words with the definite article "AL" as a direct phrase with the preceding word. At the next stage, you can move on to fluent, expressive, and fast reading. Some prefer to study by transcription, which naturally leads to the learner getting used to it and then not being able to understand any characters without it. The reader is approached carefully in the selection of the text, first in simple print, and then, after the eye is trained, texts in different sizes and calligraphic writing are given.

Speaking of listening, there are many areas where the student is more involved in this skill. His ability to master this skill is closely related to how much he listens to materials, watches cartoons, watches movies, listens to Arabic songs, and understands them. It is recommended that listeners listen more to the texts pronounced by announcers and experts in the field, to the recitations read by the reciters, and to the hadiths narrated by the muhaddis. The culture of speaking and speaking is not easy either; first dialogues are held, and for this, he gets used to speaking Arabic daily with his peers and group members, makes up questions, and translates 5–6 sentences a day by himself. A variety of shows and cartoons for children that teach Arabic are watched. Sports enthusiasts can watch game reviews with Arabic commentary and also play various word games available online. Of course, the most optimal way to develop oral language is to go to Arabia to talk, share, build relationships, and communicate with living Arabs. In conclusion, if every student sets his goals clearly, if he is confident enough to overcome the difficulties, and most importantly, if he approaches the sacred Arabic language with love, he will make it easy.