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CHALLENGES FACED BY UZBEK STUDENTS IN LEARNING ARABIC GRAMMAR

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Annotation. This article examines the main challenges faced by Uzbek students in learning Arabic grammar. The study analyzes grammatical difficulties related to sentence structure, verb forms, gender, agreement, and the use of grammatical cases. It also discusses the influence of the Uzbek language and other foreign languages on the process of learning Arabic grammar. The research aims to identify the most common problems encountered by students and to suggest effective ways of improving grammatical competence in Arabic. The study contributes to the field of foreign language learning and comparative linguistics by highlighting the specific linguistic and educational challenges experienced by Uzbek learners of Arabic.

Keywords: Arabic grammar, Uzbek students, language learning, grammatical difficulties, foreign language education, comparative linguistics, Arabic language teaching, sentence structure, verb system, language interference

INTRODUCTION

Arabic is one of the most important international languages and is widely studied for religious, cultural, academic, and professional purposes. In recent years, interest in learning Arabic has increased among Uzbek students, especially in universities and language centers. Many students study Arabic in order to understand Islamic sources, communicate internationally, and develop their academic and career opportunities. However, despite this growing interest, learning Arabic grammar remains one of the most difficult aspects of language acquisition for Uzbek learners.

Arabic grammar differs significantly from Uzbek grammar in terms of sentence structure, verb conjugation, gender system, agreement rules, and grammatical cases. Uzbek belongs to the Turkic language family and has its own grammatical structure, while Arabic belongs to the Semitic language family and contains complex morphological and syntactic patterns. These differences often create confusion and difficulties for students during the learning process.

One of the major challenges faced by Uzbek students is the complexity of Arabic verb forms and sentence construction. Arabic verbs change according to tense, gender, number, and person, while Uzbek grammar follows different structural principles. In addition, Arabic nouns and adjectives must agree in gender and number, which can be difficult for learners whose native language does not contain a grammatical gender system. Students also experience difficulties with grammatical cases, dual forms, and the distinction between nominal and verbal sentences.

Another important factor influencing the learning process is language interference. Uzbek students often transfer grammatical patterns from their native language into Arabic, which leads to mistakes in sentence formation and word usage. Some learners also rely on English or Russian during the process of studying Arabic, which may further complicate grammatical understanding because these languages follow different grammatical systems.

The study of grammatical difficulties is important because grammar forms the foundation of accurate communication in any language. Understanding the specific problems faced by Uzbek students can help teachers develop more effective teaching methods and learning strategies. It can also

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support students in improving their grammatical competence and reducing common errors in speaking, writing, and translation. Therefore, this article aims to analyze the main challenges faced by Uzbek students in learning Arabic grammar. The study focuses on common grammatical difficulties, the causes of these problems, and possible methods for improving the teaching and learning process of Arabic grammar among Uzbek learners.

LITERATURE REVIEW

Many linguists and researchers have studied the difficulties faced by foreign learners in learning Arabic grammar. Arabic is considered a complex language because of its rich grammatical structure, verb system, gender agreement, and sentence patterns. Scholars such as Ryding and Haywood explained that non-native learners often struggle with Arabic morphology and syntax due to differences between Arabic and their native languages.

Studies in comparative linguistics show that language interference plays an important role in foreign language learning. Learners usually transfer grammatical rules from their mother tongue into the target language, which leads to errors. For Uzbek students, this problem becomes more noticeable because Uzbek and Arabic belong to different language families and have different grammatical systems.

Researchers have also emphasized that students commonly face difficulties with verb conjugation, grammatical gender, adjective agreement, and sentence structure in Arabic. Modern teaching studies suggest that comparative methods and practical grammar exercises can help learners improve their understanding of Arabic grammar more effectively.

Although many studies discuss Arabic grammar learning in general, fewer studies focus specifically on Uzbek learners. Therefore, more research is needed to examine the grammatical challenges faced by Uzbek students and to improve Arabic language teaching methods in Uzbekistan.

METHODOLOGY

This study uses a descriptive and analytical method to examine the challenges faced by Uzbek students in learning Arabic grammar. The research is based on grammatical examples, previous linguistic studies, and observations of common student errors in learning Arabic. The study analyzes difficulties related to verb forms, sentence structure, grammatical gender, and agreement rules. In addition, the research compares certain features of Uzbek and Arabic grammar in order to identify the main causes of learners' mistakes. The analysis aims to provide a clearer understanding of the grammatical problems experienced by Uzbek students and to suggest effective ways of improving Arabic grammar learning.

RESULTS AND DISCUSSION

The study shows that Uzbek students face several difficulties in learning Arabic grammar due to major structural differences between Uzbek and Arabic. One of the most common problems is verb conjugation. Arabic verbs change according to tense, gender, number, and person, while Uzbek verb forms follow a different grammatical system. As a result, students often make mistakes in using correct verb patterns and agreement forms.

Another significant challenge is grammatical gender. Arabic nouns and adjectives are classified as masculine and feminine, and adjectives must agree with nouns in gender and number. Since Uzbek

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grammar does not contain a grammatical gender system, many students experience confusion when using feminine forms and adjective agreement in Arabic sentences.

The research also indicates that sentence structure creates difficulties for learners. Arabic contains both nominal and verbal sentences, while Uzbek sentence patterns are structured differently. Students frequently make errors in word order and sentence formation because they transfer grammatical rules from Uzbek into Arabic. Problems with dual forms, case endings, and definite constructions were also observed among learners.

In addition, language interference plays an important role in grammatical mistakes. Uzbek students often rely on the structures of their native language when speaking or writing Arabic, which leads to incorrect grammatical usage. Limited practical application and insufficient exposure to authentic Arabic texts may also affect students' grammatical development.

The findings suggest that comparative teaching methods and regular grammar practice can help reduce these difficulties. Explaining differences between Uzbek and Arabic grammar more clearly may improve students' understanding and increase their grammatical accuracy. Therefore, effective teaching strategies are essential for improving Arabic grammar learning among Uzbek students.

CONCLUSION

In conclusion, the study demonstrates that Uzbek students face various challenges in learning Arabic grammar because of the significant differences between the grammatical systems of Uzbek and Arabic. Difficulties related to verb conjugation, grammatical gender, sentence structure, agreement rules, and case endings are among the most common problems experienced by learners. The research also shows that language interference from the Uzbek language plays an important role in the learning process and often leads to grammatical mistakes. In addition, the complexity of Arabic morphology and syntax makes grammar learning more demanding for non-native students. The findings highlight the importance of using effective teaching methods and comparative grammatical explanations in Arabic language education. Providing students with more practical exercises and clearer explanations of grammatical differences can help improve their understanding and reduce common errors.

Overall, this study emphasizes that understanding the specific difficulties faced by Uzbek learners is essential for developing more effective approaches to teaching Arabic grammar and improving students' language competence.

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