# PHONETIC DIFFICULTIES OF THOSE STUDYING ARABIC AS A FOREIGN LANGUAGE

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**Abstract:**The article is devoted to the topic "Phonetic difficulties of students learning Arabic as a foreign language" and analyzes the phonetic problems faced by foreign language students learning Arabic. The phonetic system of the Arabic language is significantly different from other languages, therefore, students learning Arabic as a foreign language face many difficulties, especially in phonetic aspects. This article studies the sounds of the Arabic language, their pronunciation, stress, intonation, phonemic differences and other phonetic features. In the process of learning Arabic, students mainly experience problems related to unclear pronunciation, difficulties in pronouncing certain sounds, and the specific phonetic structures of the Arabic language. The article considers the causes of these problems, methods of dealing with them, and methods aimed at improving students' phonetic skills.

**Keywords:** Arabic language, phonetic difficulties, pronunciation, sounds,phonemes, intonation, phonetic system, language teaching methodology.

**Introduction:** Arabic is a language spoken by millions of people around the world, with a rich historical and cultural heritage, and learning it as a foreign language presents a number of unique challenges. Phonetic difficulties are one of the most common obstacles faced by students learning Arabic as a foreign language. The phonetic system of Arabic is significantly different from that of many other languages, which poses many challenges for students learning it as a foreign language. The phonetic system of Arabic is very diverse, making it difficult to learn the subtle differences in pronunciation, phonemes, and phonetic rules.

Factors that contribute to phonetic difficulties for students include differences in the pronunciation of sounds and letters in Arabic, issues of stress and intonation, as well as phonemic differences. All of these factors create significant obstacles for students in learning the language correctly and effectively. For Uzbek speakers, for example, some sounds and letters in Arabic may not directly correspond, or similar sounds may be pronounced incorrectly during the teaching process.

The article aims to analyze the phonetic difficulties of students learning Arabic as a foreign language. This study presents the specific aspects of the phonetic system of the Arabic language and recommendations for reducing pronunciation errors. Analyzing students' phonetic difficulties and developing effective approaches to them will help facilitate their learning of the Arabic language.

**Material and methods:** The phonetic system of the Arabic language has a number of unique features. These features relate not only to the subtleties of pronunciation, but also to the phonetic structure of the language. In the analysis of sounds in Arabic, two important factors can

be distinguished: phonetic differences and specific features of the phonemic system. The following main phonetic problems are most common among students learning Arabic as a foreign language.

Some sounds in Arabic differ significantly from the Uzbek language. For example, in Arabic there are sounds such as "ع" (ayn) and "غ" (ghayn), which do not directly correspond to the Uzbek language. In other languages, there are no special sounds or letters for these sounds, so they can be pronounced incorrectly by foreign language learners. Learning these sounds poses demanding difficulties for students, since it is necessary to make clear distinctions in pronunciation.

Intonation and stress play a very large role in Arabic words. When the intonation or stress of a word changes, its meaning can also change. For example, in Arabic, where the stress falls plays an important role in understanding the meaning of the word. It is important to teach students the correct stress and intonation rules of the Arabic language. Some pronunciation differences, such as the difference between long and short vowels in Arabic, can also be difficult for learners to identify and pronounce correctly.

The phonemic system of the Arabic language contains more phonemes than some other languages. The pronunciation of these phonemes is a challenge for many students. For example, there are several phonemes in Arabic that do not correspond to the phonetic system of the language being studied. Special attention is required to teach the correct pronunciation of these phonemes.

Students often make phonetic errors when learning Arabic. These errors are often associated with factors such as incorrect pronunciation, errors in distinguishing phonemes, incorrect use of stress and intonation. The main reason for errors is that the sounds and phonemes in Arabic are not similar to or partially differ from the phonetic system of the Uzbek language. In this case, special methodological approaches are needed to teach students correct pronunciation.

It is important to use appropriate methodologies to effectively teach phonetically to students learning Arabic as a foreign language. These methods should be implemented mainly through teaching pronunciation, mastering phonetic rules, and clear and understandable approaches in working with students. For example, the use of interactive methods, audio-visual materials and exercises can be effective in teaching pronunciation. Also, individual and group classes, listening and pronunciation training are useful for students.

Phonetic difficulties of students learning Arabic as a foreign language remain a major problem in teaching. To overcome these problems, it is necessary to develop appropriate methodological approaches. Effective approaches to teaching the phonetic system and specific aspects of pronunciation of the Arabic language can reduce students' phonetic difficulties. Such approaches will not only improve pronunciation for students, but also contribute significantly to the correct learning of the Arabic language.

**Result and discussion:** When analyzing the phonetic difficulties of students learning Arabic as a foreign language, several key factors should be considered. The phonetic system of the Arabic language is complex, with subtle pronunciation differences and sounds that are

significantly different from those of other languages. Students learning Arabic as a foreign language face many phonetic difficulties because they tend to equate the sounds and phonetic structures of Arabic with the system of their native language. The following key points are important in identifying and analyzing these difficulties.

The phonetic system of the Arabic language is significantly different from other languages. Arabic has its own, some sounds that are not present in other languages at all or have subtle pronunciation differences. For example, Arabic has sounds such as "ع" (ayn), "غ" (ghayn), "ق" (qaf), but they do not have direct correspondences in Uzbek or many other languages. Students make mistakes in pronouncing these sounds based on the phonetic system of their native language. For example, when pronouncing the sound "ع" (ayn), many students pronounce this sound differently or incorrectly, because they do not encounter this sound in their native language.

Also, some phonemes in Arabic include combinations that do not exist in other languages. For example, some vowels and consonants in Arabic do not exist in Uzbek, which complicates pronunciation. Some long vowels and consonants in Arabic that require hard pronunciation lead to incorrect pronunciation in many students learning a foreign language.

The presence of phonemes in the phonetic system of the Arabic language that are not found in other languages creates significant difficulties for foreign language learners. For example, in Arabic there are sounds such as "ح" (ḥa) and "ه" (ha), which, although very close in pronunciation, can lead to significant differences in meaning. Therefore, students may mispronounce these sounds, misinterpreting their meaning, or making pronunciation errors.

In addition, some phonemes in Arabic differ in their long or short pronunciation. For example, the difference between the sounds "س" (sin) and "ص" (sad) is of great importance in Arabic. Understanding and pronouncing this difference correctly is a great challenge for students learning a foreign language, since they cannot distinguish these sounds in their native language.

The unique use of stress and intonation in Arabic plays a major role in understanding the meaning of the language. Stress changes can change the meaning of a word in Arabic. For example, some words in Arabic are stress-dependent, meaning that they have different meanings depending on the location of the stress. Students often fail to understand these stress and intonation differences, which can lead to mispronouncing words or misunderstanding the meaning.

There are also subtle differences in Arabic between intonation and word endings. At this point, students may have difficulty understanding the intonation changes that change the meaning of a sentence in Arabic. Students will need to be especially sensitive to changes in intonation at the end of a word or at the end of a sentence.

To overcome students' phonetic difficulties, it is necessary to pay attention to the teaching methodology. Several approaches can be used to effectively teach phonetic aspects when teaching Arabic as a foreign language. First, it is necessary to provide students with specific examples and exercises through pronunciation and phonetic guides. Second, it is advisable to use

interactive methods to accurately teach the sounds and stress in Arabic. Audio-visual materials and voice exercises help improve students' pronunciation.

One of the most effective methods is to individually check pronunciation and teach each student the correct pronunciation. When working with students learning Arabic as a foreign language, effective methods should be developed to analyze their pronunciation, identify their errors, and teach them the correct pronunciation.

The causes of phonetic errors in the process of learning Arabic depend on many factors. First of all, these errors lead to the pronunciation of sounds that do not correspond to the phonetic system of the language. The second factor is the lack of sufficient attention paid to studying the specific aspects of the phonetic system of the Arabic language. At the same time, it is necessary to correctly analyze phonetic errors and develop approaches for students.

Phonetic difficulties of students learning Arabic as a foreign language are an integral part of the language learning process. The specific aspects of the phonetic system of the Arabic language, the differences between sounds and phonemes, stress and intonation issues create great difficulties for students. To overcome the phonetic difficulties of students, it is important to develop effective methodologies, use interactive approaches and phonetic exercises. These approaches will help to improve students' pronunciation and make the process of learning Arabic more effective.

**Conclusion:** Phonetic difficulties of students learning Arabic as a foreign language are one of the most important and complex issues in the process of language learning. The phonetic system of the Arabic language is unique and significantly different from other languages. These differences are mainly in areas such as sounds, phonemes, stress and intonation, which create great difficulties for students learning Arabic as a foreign language. Since some sounds in the Arabic language, such as "ع" (ayn), "غ" (ghayn) or "ق" (qaf), do not exist in other languages, they can be pronounced incorrectly by students. At the same time, the uniqueness of the stress and intonation rules in the Arabic language creates differences that lead to changes in meaning, which creates additional difficulties for students.

Based on the analyzed data, the most common factors that cause phonetic difficulties in learning Arabic can be identified as the pronunciation of sounds, phonemic differences, stress and intonation issues. These factors significantly hinder students from learning the language properly. Also, students sometimes mispronounce Arabic sounds or use incorrect stress and intonation based on the phonetic system of their native language.

When teaching Arabic, it is necessary to focus on effective methodologies to relieve students of phonetic difficulties. These methods should mainly include interactive approaches to teaching pronunciation, audio-visual materials, exercises, and individual work with students. Such approaches are effective in teaching students correct pronunciation and help minimize phonetic difficulties. Identifying phonetic errors and analyzing them correctly requires special attention to work effectively with students.

In addition, patient and carefully prepared methodological approaches by teachers are important for students learning Arabic to overcome phonetic difficulties. It is important to support learning through individual approach to students, as well as special exercises to improve

pronunciation, audio and video materials. These approaches, in turn, help to make the process of learning Arabic more effective and successful.

Correctly teaching the phonetic aspects of the Arabic language not only improves pronunciation, but also helps to learn the Arabic language correctly and increase confidence in speaking. Overcoming phonetic difficulties, increasing students' enthusiasm for the Arabic language, at the same time, creates opportunities for effective learning and successful use of the language. Therefore, using phonetic approaches and effective methods, it is possible to facilitate the process of learning Arabic and achieve more effective results for students.

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