

A Study of Governance in Arabic: Structural and Grammatical Aspects

Nigora Sabitovna Azimova

University of World Economy and Diplomacy, Teacher of the Department of Oriental languages, Tashkent, Uzbekistan

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ABSTRACT

This article analyzes the linguistic features of the concept of governance (عامل) in the Arabic language. It examines transitive and intransitive verbs, direct and indirect objects, particles affecting the subject, and auxiliary verbs within the framework of Arabic grammar. A comparative approach is used to highlight similarities and differences between Arabic and Uzbek grammatical systems. The study concludes that the concept of governance in Arabic is multifaceted and expressed not only through verbs but also through particles and other syntactic elements.

Keywords: - Arabic language, governance, syntax, transitive verb, intransitive verb, object, indirect object, particles, auxiliary verbs, grammar.

INTRODUCTION

Today, in the field of linguistics, the comparative study of the grammatical systems of different languages is considered one of the most important areas of research. In particular, Arabic syntax is characterized by a complex and sophisticated grammatical system. Within this system, the concept of the “agent” (عامل) occupies a special place and plays a decisive role in determining the syntactic relationships between words in a sentence.

In Arabic, the concept of the “agent” (عوامل) is expressed through verbs, predicates, and other grammatical means that determine the cases of words, including the nominative, accusative, and genitive cases. This plays a decisive role in the correct construction and clear expression of a sentence. In this regard, a thorough study of the system of government in the Arabic language has not only theoretical but also practical significance.

METHOD

When examining the grammar of the Uzbek language in a comparative context with Arabic syntax, the concept of the imperative mood is introduced through a phrase consisting of Arabic transitive verbs. In particular, Grande B. M., in his grammar, drawing on original Arabic grammar, includes transitive verbs and auxiliary verbs in the concept of causality. In Arabic, the concept of causality is called عامل, عوامل.

The word that takes the case is called the “معمول”. First, we will focus on transitive verbs. In Arabic, transitive verbs are called “متعدي”. These verbs, just like the direct object in Uzbek, require that the word following them be in the accusative case. If a verb requires the word following it to be in the accusative case, this is called the نصب case in Arabic grammar. To begin with, we need to understand what an object is.

A complement is a clause that semantically completes the action expressed by the verb and

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answers questions such as “who?”, “what?”, “from whom?”, “from what?”, “to whom?”, “for what?”, “in whom?”, or “in what?”. A complement can be expressed with or without a connecting element. A direct object, which denotes the object of the action and answers the questions “who?” or “what?”, is called a direct object. In Arabic sentences with the verb in the second position, the direct object follows immediately after the subject and predicate and is in the accusative case. For example:

- The student wrote the assignment.
- Zaynab understood the topic .

1. For a verb to have an indirect object, it must be transitive. In Arabic, transitive verbs are classified as follows:

2. 1. Those followed by only one word in the accusative case. Such verbs make up the majority:

كتب الدرس، فهم المسألة

3. 3. It must be followed by two words in the genitive case, provided that these words are not the original subject and predicate. The following verbs serve as examples of this type:

أعطى، سأل، منح، منع، كسا، ألبس.

For example, we will present the following sentences:

أعطيت المتعلم كتاباً، منحت المصنف جائزة

4. The third part requires that the two words following it be in the nominative case. These two words must originally be the subject and the predicate. The following verbs serve as examples of this type.:

(ظنَّ، خال، حسب، زعم، جعل، عدَّ، حشا، هب) تُفيدُ الرخحان

نحو: ظنَّنتُ المخبرَ صادقاً .

(رأى، علم، وخذ، ألقى، درى، تعلم) تُفيدُ اليقين

نحو: رأيتُ الله أكبرَ كلِّ شيءٍ

(صيرَ و ردَّ و ترك و تحذَّ، اتَّخذَ، جعل، وهب) تفيدُ التحويل

صيرتُ الدهنَ شمعاً

5. In the fourth case, the verb requires that the three words following it function as objects. These include أرى، أعلم، أبناً، نبأً، أخيراً، خَيْرُو حَدَّثُ verbs will be an example.

نحو: (* يُريهمُ الله أعمالَهُم حَسراتٍ عَلَيْهِمُ *) (البقرة : 167)

An indirect object is a complement that answers the questions “Who?” and “What?”. In Arabic, it also follows the main parts of the sentence, is preceded by a specific preposition, and, of course, is in the genitive case. For example:

I heard it from my father. - سمعتُ من أبي

My friend writes with a pen. - يكتبُ صديقي بالقلم .

If a sentence contains both an indirect object and a direct object, the indirect object comes first, followed by the direct object. For example:

The baby ate the food with a spoon. - أكلَ الطفلُ الطعامَ بالمعلقةِ -

I got the journal from the teacher. - أخذتُ المجلَّةَ من مدرِّسٍ -

Such insertions, in turn, may contain both adapted and unadapted determiners. In this case, the determiners are arranged in accordance with the rules given above. For example;

I read the new journal. - قرأتُ المجلَّةَ الجديدةَ -

I read the magazine “Riyadh.”. - قرأتُ مجلَّةَ الرِّياضِ -

I read the Egyptian magazine “Al-Riyadh.”. - قرأتُ مجلَّةَ الرِّياضِ المصريَّةَ -

I heard this message from a student in our faculty. - سمعتُ هذا الخبرَ من طالبٍ كَلَيْتِنَا -

He ate his food with a wooden spoon. - أكلَ الطفلُ الطعامَ بمعلقةٍ خشبيَّةٍ

In Arabic, verbs that express action include جاء – to come, ذهب – to go, وصل – to arrive, رجع – to return, There are intransitive verbs such as ’atā “to come,” qadama “to come,” which become transitive when a preposition is placed before the word indicating the object of the action.

Bring the book; جاء بالكتاب -

To take the book; ذهب بالكتاب -

- وصل بالخبير To bring news;

- رجع بالبشرى Good news is returning;

There are also some such intransitive verbs that take a dative or locative complement. For example:

- ركب السيارة The car / to get into the car;

- دخل الغرفة Enter the room;

- سأل المعلم To ask the teacher .

In Uzbek, prepositions like tez gapirmoq (“to speak quickly”) and kulib aytmoq (“to say with a smile”) correspond to Arabic constructions that come together with the holi (state) form. These constructions are governed in Arabic. By “adverbial state” we mean the element that expresses the state of the subject during the execution of the action. It answers the questions “in what manner,” “in what situation,” “how?” The word functioning as an adverbial state is usually in the oblique case. For example:

قرأ الطلاب النص جملة جملة - The students read the text sentence by sentence.

جئنا هنا طاعةً لامرکم - We came here as you ordered.

Particles that act on the subject

As is well known, the subject of a sentence always agrees with the nominative case. However, in Arabic there are certain particles whose influence forces the subject to agree with the accusative case. There are six such particles:

1. إنَّ - Actually, really. Often this load is not translated into Uzbek. For example:

إنَّ البيتَ واسعٌ - (Actually) the house is spacious.

- إنَّ الغرفةَ جميلة - The room is really beautiful.

If innā and similar particles are added to verb-phrase sentences, the subject of the sentence moves ahead of the particle. In other words, immediately after these particles comes the subject of the sentence. For example:

كتب الطلاب هذه الجملة The students wrote this sentence.

إنَّ الطلاب كتبوا هذه الجملة The sentence (in fact) The

students wrote this sentence.

If the subject of the sentence is a personal pronoun, the corresponding linking pronoun follows these loaders and is written together with them. For example:

- هي كتبت هذه المقالة Article U (mn) wrote this article.

- إنها كتبت هذه المقالة He actually wrote this article.

2. كأنَّ - As if. This load also has a morphological feature like a load. For example:

- كأنَّ زينبَ ملكٌ Zaynab is like an angel.

- كأنَّ أباك بطل Hero: It's as if your father is a hero.

3. أنَّ - ...as This particle often functions as a subordinating conjunction that links the subordinate clause to the main clause in compound sentences with an unknown subject in the complement clause. For example:

- من المعلوم أنَّ محمدًا شابٌ عاقلٌ It is known that Muhammad is a smart young man.

It is known that Muhammad is a smart young man.

- من المستحيل أنَّ الطلابَ قد فروا - The students cannot escape.

- سمعنا كلنا أنَّ الصيامَ مفيدٌ It's beneficial. We've all heard that fasting is beneficial.

4. و لكنَّ - But, however. This conjunction serves as a contradiction linker. For example:

5. كلنا ذهبنا إلى حديقة الحيوانات و لكنَّ لم يذهبْ - We went to the zoo, but Ahmad didn't go.

6. لعلَّ - Maybe, perhaps. This load expresses a supposition, a wish that may or may not come true. For example:

- لعلَّ أخاه يفهمُ Maybe his brother will understand.

- لعلكم تُفلحونَ May you be successful.

7. لـليت - I wish. This expression conveys a wish that cannot be fulfilled. Example:

- يا ليتني كنتُ تراباً Oh, I wish I could turn into dust.

Auxiliary Verbs

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Verbs that accompany the main verb—which expresses the subject's action—and impart various additional meanings to it are called auxiliary verbs. The additional meanings conveyed by auxiliary verbs are as follows:

1. The action in a sentence – the following verbs are used to indicate the beginning of an action:

قام, أقبل, صار, أصبح, شرع, راح, جعل, ابتداء, بدأ, اخذ

After these verbs, the main verb is used in the present-future tense. The tense of this compound verb is determined by the auxiliary verb: if the compound verb is in the past tense, the auxiliary verb is also in the past tense; if the compound verb is in the present-future tense, the auxiliary verb is also in the present-future tense. For example:

- بدأ العمال يعملون من الصباح - The workers started working in the morning.

- من أول أيلول يصير ألتلامذة يذهبون إلى المدرسة - They will start going to school on September first.

The following auxiliary verbs indicate that an action was performed in the past and is still ongoing in the present:

واصل, مضى, تابع, دام, استمر, ما قتي, ظل, ما زال, بقي, ما برح

After these verbs, the main verb comes in the present or future tense. For example:

- كان شعبنا يناضل و لا يزال يناضل من اجل السلم - Our people have fought for peace and continue to fight today.

- تابع الرجل يسير حتى المساء - He continued walking until evening.

2. The following verbs indicate that an action is about to take place or is imminent كاد أوشك

كاد After the auxiliary verb, the main verb appears in the present–future tense, and after the auxiliary verb the main verb appears in the subjunctive mood. For example;

- كاد الطفل يموت من الخوف - The child nearly died of fear.

- I feel like something terrible is going to happen to me.

When a verb is followed by a negation particle, it conveys the meaning “barely” or “almost.” For

example:

- لا نكادنفهم هذا We can barely understand this.

- لا أكادُ أعرفهُ I barely know him.

3. The verb عسى indicates the possibility of an action taking place, and this verb is used only in the past tense form. The following verb appears in the wish mood with the particle an-yuklamasi. For example

- عسى زيدُ انْ يكتبَ Maybe Zayd will write.

This verb sometimes takes a compound subject pronoun, which indicates the subject of the clause. For example:

- عسائُ أنْ أراك Maybe I'll see you.

4. Sometimes the particle ليس is also used as a negation marker. For example: from the verb درى

- إلسئ ادرى - I don't know.

CONCLUSION

Based on our above review of Uzbek grammar, we have determined that the concept of case is referred to as the linking of words through the genitive, dative, accusative, locative, and instrumental cases, as well as through auxiliary verbs. We have identified, in a comparative analysis of Uzbek grammar and drawing on the original Arabic syntax and the views of Russian Arabists, the word combinations that also fall under the concept of governance in Arabic. In this, we learned that in Arabic, word combinations that appear in the accusative case, auxiliary verbs, and intransitive prepositions are introduced. Including, Grande B. M. also noted in his book the inclusion of subject-affecting inflections, auxiliary verbs, and transitive verbs in the concept of government.

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