



THE PROBLEM OF PREFERENCE IN THE CONTROL OF VERBS IN THE ARABIC LANGUAGE

(تنازع الإصلاحيين)

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Abstract

This article analyzes the phenomenon of at-tanazu' (التنازع) in the Arabic language, that is, the problem of two verbs striving for superiority in controlling one noun. The study covers the main forms of tanazu' - possessive, complement and mixed cases based on examples. Also, the difference in views between the Basra and Kufa schools of grammar, their narrative and intellectual arguments are analyzed comparatively. The article reveals the theoretical and practical significance of the approaches of both schools. The results of the study are important for a deeper understanding of the syntax of the Arabic language and the correct application of the phenomenon of tanazu'.

Keywords: At-tanazu', foil, maf'ul, idmar qabl az-zikr, Basra, Kufa.

Introduction

The Arabic language occupies a special place among the world's languages with its perfect grammatical system, deep logical rules and highly ordered syntactic structure. In this language, the relationship between verbs and nouns is one of the main objects of study in the science of grammar. In particular, the ability of verbs to control nouns that follow them is an important aspect of the syntax of the Arabic language, and this process is of great importance in ensuring the clarity of meaning and stylistic conciseness in the language.

Studying this topic is important not only theoretically, but also practically. Because the correct understanding and application of at-tanazu' cases allows for the correct analysis of Arabic texts, the prevention of errors in the translation process, and the provision of stylistic fluency in speech. Also, this issue is widely covered in classical grammar sources, and by studying it, it is possible to understand the deep laws of Arabic linguistics. In Arabic, verbs tend to take precedence over a single noun that follows them. This situation is called the "at-tanazu' (التنازع) situation in classical

nahw terminology. Verbs that seek precedence can have a transitive or intransitive meaning. These verbs tend to take precedence over a single noun that follows them as both a possessive (الْفَاعِلُ) or an intransitive object (بِهِ الْمَفْعُولُ). In some cases, two verbs require that the same noun be both a possessive and an object at the same time. Three different situations are observed in this:

The first situation: verbs tend to take precedence over a noun that follows them as a possessive¹. In this case, both verbs can be transitive and intransitive. For example: ضَرَبْتَنِي وَأَكْرَمَنِي زَيْدٌ Zayd beat me and honored me (literally: Zayd beat me and honored me).

Each of the verbs ضَرَبَ and أَكْرَمَ in this example requires the word زَيْدٌ that follows it to be possessive (الفاعل).

The second case: the verbs tend to dominate the noun that follows it as a complement (بِهِ الْمَفْعُولُ)². In this case, both verbs are transitive and both require a noun to complete them. For example: I struck Zayd and honored him. (literally: I ضَرَبْتُ وَأَكْرَمْتُ زَيْدًا (struck and honored Zayd

The third case: the tendency of verbs to dominate the noun that follows them as both, at the same time. In this case (الْمَفْعُولُ بِهِ) and the complement (الْفَاعِلُ) the possessor: both verbs come in a transitive sense and two different cases are observed

a) The first verb requires the noun to be possessed, and the second to be its complement. For example:

ضَرَبْتَنِي وَأَكْرَمْتُ زَيْدًا literally: He struck me and I honored Zayd.

ضَرَبْتُ زَيْدًا وَأَكْرَمَنِي literally: He honored me and I struck Zayd.

b) The first verb requires the noun to be possessed, and the second to be its complement. For example:

ضَرَبْتُ زَيْدًا وَأَكْرَمَنِي literally: I struck and Zayd honored me.

ضَرَبْتَنِي وَأَكْرَمْتُ زَيْدًا literally: I respected and Zayd hit me.

The three analyzed cases (declination towards the possessor, declination towards the complement and mixed case) show that the transitive or intransitive nature of the verb is of decisive importance in the distribution of syntactic functions. In particular, the possibility of a noun in some cases acting as both a possessive and a complement demonstrates the functional flexibility of the syntax of the Arabic language.

¹ Ibn al-Hājib. Al-Kāfiyah. – Karachi: Bushra, 2008. – P.30.

² ‘Abd al-Rahmān Jāmī. Al-Fawā’id al-Ḍiyā’iyya. – Istanbul: Muallim, 2015. – P. 142.

In the above cases, representatives of the Basra and Kufa schools of linguistics expressed their views on which verb to give priority to when controlling a noun. According to representatives of the Basra school, if it is possible to give priority to the first verb, then the second verb is given priority, and according to representatives of the Kufa school, if it is possible to give priority to the second verb, then the first verb is given priority³.

The evidence of the scholars of the Basra school of grammar is both narrational and intellectual evidence. As narrational evidence, the verse “قَطْرًا عَلَيْهِ أُفْرَعُ أَتُونِي” meaning: “Bring me (molten copper) so that I may pour molten copper over it” is cited. In the verse, the second verb is given priority over the subject. If the first verb were given priority, the verb would have come in the form “عَلَيْهِ أُفْرَعُهُ”. Intellectual evidence: The second verb is close to the noun and if the subject is given priority over the subject, there is no contradiction in meaning. Therefore, it is preferable to give priority to this verb⁴.

The Kufa school cites the following verse of Imru' al-Qays as a comparative argument for giving precedence to the first verb:

فَلَوْ أَنَّ مَا أَسْعَى لِأَسْمَى مَعِيشَةً كَفَانِي وَمَ أَطْلُبُ قَلِيلٌ مِنَ الْمَالِ

*If what I aspired to was for a noble life, it would be sufficient for me,
and I would not ask for a little wealth⁵.*

The poet gave priority to the first verb in the control. If he had given priority to the second verb, he would have put the word “قَلِيلٌ” in the accusative case. The logical proof of the preference for giving priority to the first verb is that if the second verb is given priority, this situation leads to the occurrence of a situation called “قَبْلَ الْإِضْمَارِ” “mention of the pronoun returning to it before the word”.

According to the Basra school, if the second verb is given priority in the control of the noun, the following four phenomena arise, based on the three cases mentioned above:

1. When both verbs require a possessor (الْفَاعِلُ), the possessor is attached to the first verb in the form of a “pronoun” (in the form of a numerical indicator) that acts as the possessor, and this “pronoun” is not omitted. For example:

³ Muḥammad Muhyiddin. Sharḥ Qaṭr al-nadā wa-ball al-ṣadā. – Beirut: Al-Maktaba al-Asriyya, 1994. –P. 192.

⁴ Abul-Barakot Kamoluddin al-Anburi. Al-Insaf fi masail-xilof. – Qohira: Maktabatul-Xonji, 2002. – B.79

⁵ Jaloluddin As-Suyutiy. Ham’ul-havome’ fi sharh jam’ al-javame’. 3 volumes. – V:1. – Beirut. Dor al-kutub al-ilmiyya, 1998. – P. 98.

زَيْدَانِ وَأَكْرَمَنِي ضَرَبَانِي The two Zayds beat me and honored me.

زَيْدُونَ وَأَكْرَمَنِي ضَرَبُونِي The Zayds beat me and honored me.

2. In cases where both verbs require a complement (بِهِ الْمَفْعُولُ), the complement is omitted without attaching it to the first verb in the form of a compound pronoun. For example: زَيْدَيْنِ وَأَكْرَمْتُ ضَرَبْتُهُمَا, the complement of the verb ضَرَبْتُ is not presented in the form of a compound pronoun, but is said زَيْدَيْنِ وَأَكْرَمْتُ ضَرَبْتُ.

3. However, verbs such as حَسِبَ (calculated) and عَلِمَ (knew) require a complement, and if it is necessary to bring a complement, it is mandatory. For example: مُنْطَلِقًا حَسِبْتَنِي مُنْطَلِقًا زَيْدًا وَحَسِبْتُ Zayd thought that I had left and I thought that Zayd had left.

3. When the first verb requires a possessor and the second requires a complement, the possessor is attached to the first verb in the form of a "pronoun" (in the form of a numerical indicator) and is not omitted. For example:

زَيْدَيْنِ وَأَكْرَمْتُ ضَرَبَانِي literally: They beat me and I respected the two Zayds.

زَيْدِينَ وَأَكْرَمْتُ ضَرَبُونِي literally: They beat me and I respected the Zayds.

4. In cases where the first verb requires a complement and the second requires a possessor, it is not attached to the first verb in the form of a compound pronoun in cases where there is no need to bring the complement. For example:

ضَرَبْتُهُمَا وَضَرَبْتَنِي زَيْدَانِ is not said, but

أَكْرَمْتُهُمْ وَضَرَبْتَنِي زَيْدُونَ, It is not said

The Basra school's preference for the second verb is based mainly on narrative (Quranic verses) and intellectual (syntactic proximity and meaning harmony) evidence. In this approach, the proximity of the verb to the noun and the preservation of the meaning without contradiction are considered as the priority factors

The Kufa school, on the other hand, supports the preference for the first verb, using literary (poetic) evidence and intellectual grounds. In particular, the principle of "الإِضْمَارُ قَبْلَ الذِّكْرِ" avoiding the situation of approach aimed at maintaining syntactic consistency and logical sequence

Thus, the disagreement between the two schools is not only a formal rule, but also a question of how to ensure a balance between meaning, logic and style in the language. This demonstrates the theoretical depth and openness of Arabic grammar to different approaches

According to the Kufa school, in the case where the first verb is given priority in controlling the noun, based on the three cases mentioned above, the following four cases arise:

1. When both verbs require a possessor (الفاعل), the possessor is attached to the second verb in the form of a "pronoun" (in the form of a numerical indicator) and cannot be omitted. For example:

زَيْدَانِ وَأَكْرَمَانِي ضَرَبْتَنِي The two Zayds beat me and respected me.

زَيْدُونَ وَأَكْرَمُونِي ضَرَبْتَنِي The Zayds beat me and respected me.

2. When both verbs require a complement (بِهِ الْمَفْعُولُ), the complement can be attached to the second verb in the form of a compound pronoun or omitted. For example:

زَيْدَيْنِ وَأَكْرَمْتُ ضَرَبْتُ or زَيْدَيْنِ وَأَكْرَمْتُهُمَا ضَرَبْتُ literally: I hit and respected the two Zayds.

3. In cases where the first verb requires a possessive and the second requires a complement, the complement can be attached to the second verb in the form of a compound pronoun or omitted. For example:

زَيْدٌ وَأَكْرَمْتُ ضَرَبْتَنِي or زَيْدٌ وَأَكْرَمْتُهُ ضَرَبْتَنِي literally: He hit me and I respected Zayd⁶.

4. In cases where the first verb requires a complement and the second requires a possessor, the possessor is attached to the second verb in the form of a "pronoun" (in the form of a numerical indicator). For example:

زَيْدَيْنِ وَأَكْرَمَانِي ضَرَبْتُ The two Zayds beat me and respected me.

زَيْدَيْنِ وَأَكْرَمُونِي ضَرَبْتُ The Zayds beat me and respected me.

Based on the views of the Kufa school, it is observed that the various syntactic manifestations that arise in the practical application of the phenomenon of degradation are clearly systematized. In cases where the first verb is given priority, the expression of the possessor and complement is clarified, especially through the use of pronouns (pronouns).

As revealed in the analysis, tanazu' is manifested in three main cases (possessive, accusative, and mixed), and in each case, the transitive or intransitive nature of the verbs, as well as their syntactic requirements, are of great importance. This indicates the functional flexibility and high level of structuralism of the Arabic syntax.

At the same time, the disagreement between the Basra and Kufa schools of grammar further enriches the theoretical foundations of this phenomenon. While the Basra school prioritizes syntactic proximity and meaning coherence by giving priority to the second verb, the Kufa school defends logical consistency and the principle of "mention first - reference later" by giving priority to the first verb. These two approaches clearly demonstrate that Arabic grammar has a multifaceted and deep theoretical tradition. In conclusion, the at-tanazu' phenomenon plays an important

⁶ Ar-Raziyy. Sharh ar-Raziyy lil-Kafiyya. – Cairo: Hajr, 1993. – P.232.



role in the syntax of the Arabic language not only as a grammatical rule, but also as a means of expressing meaning clearly and effectively. An in-depth study of this phenomenon is of great scientific importance for understanding the theoretical foundations of the Arabic language, as well as for its correct and effective use in practical speech.

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