

(5) Summary of the Fifth Research

In the linguistic lesson, y removed his patterns and causes

* - Study Title :

This is a study entitled: (Elimination of the ya in the linguistic lesson its patterns and causes).

* - Objectives of the study :

Accordingly, the research objectives are determined in the following:

(1) This study aims mainly and directly to the study of the omission of ya in the linguistic lesson with its phonological, morphological, grammatical, and semantic levels, a new study in the light of a new direction in modern linguistic studies that is the textual language or the textual language The role that deletion of the J can play in building and consolidating linguistic text.

In the light of the text linguistics, the phenomenon of deletion (ELLipsis) means that it is a process of repetition or repetition of the components of the structure and its content, but taking into account the deletion of some superficial expressions of the text, and accordingly, the erectile language is the text (ZERO MORPHEME).

(2) This study also aims to take advantage of the data of the modern linguistic lesson in the field of the analysis of texts in general, and the Qur'anic text in particular, to reveal new aspects of the miracles of the Holy Qur'an in relation to the role of omission of the Qur'an in the lesson.

(3) Determining the position of grammarians, linguists, rhetoric, interpreters, readers, and the Quranic Arabic of the linguistic use of the omission of yaa. And revealing through this the faces of the agreement and the difference between them, and the reasons behind this difference or agreement.

(4) Disclosure of the doctrines of the Arabs in deleting the letters in general, and removing the Ala and proving them in the different linguistic texts in particular, which will be evident among Bani Tamim, the people of Al-Hijaz, Hadhil, Qadhaa and other Arab tribes.

(5) Explain the readers 'position regarding the omission of the Ya in the audio lesson and establish it in the Qur'anic drawing.

(6) As well as explaining the method of grammarians and interpreters in directing the Qur'anic readings in which the omission of ya is grammatically and morphologically. And the effect of that on the linguistic significance.

* - Study methodology and procedures:

The study followed a set of procedural steps and a method to reach its goals, as follows:

* First: Defining what is meant by the term (deletion) in language and convention. And its various names such as: projection, truncation,

sectioning, harvesting and pronoun. And dispensing, brevity, abbreviation, and sufficiency ... etc.

* Second: Choosing samples from clear, Quranic, poetic, and prose linguistic texts for application, based on:

A - The frequency of omission of ya in its many different connotations in these clear texts, especially the Quranic texts.

B - The diversity of the structures in which the omission of Alia is mentioned, which are between the news and the construction, which makes it have a special linguistic structure.

* Third - Explaining the readers' position on the omission of the Yaa in the audio lesson, by mentioning the Qur'anic verse and the surah in which it was mentioned, then documenting the reading through the use of the original basic sources in this field

* Fourth - Explaining the position of grammatists, linguists, interpreters, and the Arabic of the Qur'an on the significance of omitting Y in the chosen forms, and what they agreed or disagreed on.

* Fifth - As well as explaining their approach to directing the Qur'anic readings in a grammatical and morphological manner, in which the omission of the Quran was mentioned in the Qur'anic texts. The weighting between grammarians and commentators is the difference in their home.

* Sixth - Restricting the excesses over the Quranic drawing through the ten recurring readings, which are one hundred and twenty one J, came frequently from the Prophet, may God's prayers and peace be upon him. And document them. And by using the basic original sources in this field. The study followed these procedures in the context of a semantic descriptive approach. Because it describes the positions of the readers, grammatists, and interpreters, from deleting the Y in the linguistic lesson on the one hand, as it describes the linguistic structure (Qur'anic, poetic, and prose) through their analyzes of it.

The descriptive approach was the main approach used to describe the role of omitting Y in the linguistic lesson in building the text and its consistency, and in revealing the phenomena of this consistency.

* - Study chapters and chapters:

The study was divided into an introduction, a preamble, three chapters, and a conclusion,

In the introduction I talked about the topic, its motives, goals, methodology, material, previous studies in it, its chapters and chapters ... etc.

And in the preamble I talked about: the deletion limit in the language, and in the convention.

Then there are three chapters distributed as follows:

Chapter One: It is titled: Deletion by Linguists:

- * - The first topic: the deletion of Ibn Jenni.
- * - The second topic: the deletion of Imam Abdul-Qahir Al-Jarjani.
- * The second chapter: It is entitled: Deleting the letters in the linguistic lesson.

- * - The first topic: the position of the scholars on the deletion of letters.

- * - The second topic: The doctrines of the Arabs in the omission of J.

- * Chapter Three: It is titled: Deleting Alya in the Linguistic Lesson.

It is the applied aspect of the topic of omission of ya in the linguistic lesson. This chapter includes three investigations, distributed as follows:

- * - The first topic: It is titled: Deleting Yaa in the audio lesson:

In this topic I presented a set of topics as follows:

First: a definition of Alia and its audio director.

Second: The scholars' sayings on drawing the Qur'an:

1 - Defined the drawing, and indicated the meaning of the Qur'an.

2- Drawing the Qur'an and the position of the ancient among the grammarians and readers on it.

3- Selected texts to draw the Koran, especially Yaa. I mentioned two texts in it:

One of them: Abu Amr Al-Danny in his book (Al-Mufan 'in the Drawing of the Holy Qur'an).

The second: Ibn Al-Jazari in his book (Publishing in the Ten Readings).

Third: Selected Forms to Delete Y in the Audio Lesson:

It mentioned a group of models that mentioned the omission of Aly. I set out my method in discussing and treating these texts. This will be evident in the research folds.

The second topic: Examples for deleting the Z in the morphological lesson:

In it I presented a set of forms in which the omission of the ya in the morphological lesson was mentioned, in which I talked in some detail, such as the issue of (replacing the jemma), and in most briefly; Because the place does not allow the discussion of all these models.

- * The third topic: Examples to delete the ya in the grammar lesson:

In this paper, I mentioned the presentation of a set of texts in which it was stated that the omission of y in some of the grammatical chapters is omitted.

Fourth: Sporadic models for deleting the ya in the grammar lesson.

As for the conclusion, it includes the most important results achieved by the study.