

Efforts of the United Arab Emirates in Developing and Sustainability of the Arabic Language: Descriptive Analytical Study

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Abstract--- *This research discusses the most important efforts made by the United Arab Emirates to serve the Arabic language and develop it and impose its sustainability locally and globally, because the Arabic language is the language of identity and the language of religion and the language of our Arab and Islamic civilization, and because of its delay in use and ignorance of its children, whether in educational institutions or the media in particular Satellite channels that boast - dearly - their dialects, so the UAE has made many efforts and initiatives at various levels, in social, educational, media and cultural institutions, as well as local and global; so this research was monitoring the most important of these Initiatives and their most important effects, as they have a major role in developing the basic skills of the Arabic language (listening - speaking - reading - writing). The study relied on the descriptive analytical approach, by describing the most important of these efforts and analyzing the most important effects on them inside and outside the country.*

Keywords--- *Analytical Study, Arabic Language, Outside the Country.*

I. INTRODUCTION

Praise be to God, and may blessings and peace be upon our master, the Messenger of God, the Arab Prophet, righteousness, and his family and companions, and many blessings and greetings.,,

The Arabic language is one of the most spoken languages within the group of Semitic languages, and one of the most widely spoken languages in the world, where nearly half a billion people speak it around the world, with more than 422 million people, distributed mainly in the Arab world, in addition to many regions Neighboring Geography, which is the language of the Noble Qur'an recited by nearly two billion Muslims around the world, and it is a cultural and literary component of more than 21 Arab countries that they speak daily. However, most of the sons of the Arabs - unfortunately - replaced their standard Arabic language with the colloquial language developed in their daily communication, in the media, and in the language of Lectures and sometimes in the scientific councils, due to the factors of illiteracy, ignorance and the consultative backwardness, which have lasted for decades, and were not accompanied by development or improvement in educational performance due to many reasons - it is not here to display them, but it is sufficient to refer to the most important ones - including the weakness of the Arab educational system, its aging and cracking its curricula, No longer able to keep pace with the global scientific, cognitive and

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cultural development, the Arab community produced its own linguistic and communicative alternatives that respond to its circumstances, and made it capable of receiving updated external doses of everything, so the material was a revelation Of which could fulfill this purpose is not the vernacular language of classical Arabic, Likewise, “the media of all its spectrums in most Arab countries will find that it is mainly based on what we might call“ the formal colloquial ”, as the majority of the recipients and viewers believe that what is presented to them in the media, whether it is written (newspapers and newspapers) or audio / visual (TV programs) And the radio) is presented to them in classical Arabic, and the truth is otherwise, the media material that the viewer receives (in Arabic) is received in colloquial, and not in standard Arabic. In television channels mainly, whether private or subordinate to the ministries of information and communication, there is a large stream of programs that are presented to Scenes in colloquial speech, Some of them are presented in the formal colloquial form, especially in newscasts, because the follower who has the simplest alphabet of the Arabic language can easily distinguish this colloquially in the newscasts. Many media people (Arabs) do not know even the first and primary principles of the Arabic language in which they present their programs, so they sometimes see the effect, and sometimes they set up the actor, causing the level of Arab media discourse in general, to descend to the lower gendarme in terms of language and object. ⁽¹⁾ The weakness and low level of students in the country in schools and universities, as well as workers in government and private institutions, and what is common in daily formal and informal use.

That is why the efforts of the United Arab Emirates, under its rational leadership, came in support of every useful new effort and every effort, at all levels. Below are the most important of these efforts through four axes that are used in description and analysis in four sections.

The problem of the study and the importance of research

I chose to monitor the most important efforts of our beloved country, the United Arab Emirates, in preserving and developing the Arabic language and ways of its sustainability locally and globally in order to reveal the most important effects of these efforts and good offices at the student, teacher, curriculum and academic level as well as the educational institution. The answer to the following problem: What are the efforts made by the state to preserve and develop the classical Arabic language and ways of its sustainability? There are a number of questions about this problem:

What are the reasons that prompted the state to do so?

Are these reasons in the United Arab Emirates alone? Were the effects of these efforts and initiatives limited to the children of the UAE alone, or were they for each of the residents within the country?

Was it only local? So the importance of this study was; it tries to demonstrate the degree of loyalty and passionateness of the United Arab Emirates to classical Arabic and its relentless pursuit of developing language communication skills in formal and informal institutions and ways of their sustainability.

¹Al-Hussein Bashhouz, The Crisis of the Arabic Language in her Arab Home, published article by the Arab Scientific Society, December 12, 2016, <http://arsco.org/article-detail-90-8-0>.

The research objectives are as follows

1. Description of the most important initiatives of the UAE in achieving developmental sustainability of the Arabic language locally and globally. And discuss it.
2. Knowing the most important effects of these initiatives on the level of individuals and institutions internally and externally.
3. Opening the way for researchers in the Arabic language and educators to adopt these ideas by studying and applying them to all different classes.

Study questions

Study questions can be identified in the main question, which is the degree to which undergraduate students in the United Arab Emirates can acquire language communication skills (listening, speaking, reading, writing) in general, and the grammar level in particular.

The limits of the study

The study is limited in its theoretical part to grammatical errors, but in the applied side, it is limited to undergraduate students and what it found in their use of grammar, reading, writing and speaking, and that was during the second semester (last spring) of the academic year 2018/2019.

Previous studies

I did not find - while I was available - a scientific study or scientific research describing these efforts and analyzing their effects. What was available was just articles published on the pages of newspapers and the web, and I benefited from them in monitoring the most important of these efforts and initiatives.

Study concepts

The current study included several terms, the most important of which are:

1. **Language skills:** are the basic skills for language communication, and include four skills: listening, speaking, reading and writing, and between these skills are mutual relations⁽²⁾.
2. **Linguistic weakness:** It is the students' linguistic ability to a minimum that they cannot use the language functionally at its various levels (phoneme-morphological-grammatical-lexical); it includes all areas of communication weakness: weakness in listening, speaking, reading and writing.
3. **Linguistic error:** It is a departure from the official rules and controls recognized by the specialists and those like them who are concerned with the language and our perception. What has come out of these rules or what has deviated from them with a face is considered a melody or a mistake⁽³⁾. And it also includes grammatical error among many users of the Arabic language⁽⁴⁾.

²Taima, Rushdie. Language skills: their levels, teaching, and difficulties. Arab House of Thought, Cairo, 2006.

³Fahd Khalil Zayed, Common Grammar, Morphological and Dictation Errors, Dar Al-Yazudi Scientific Publishing and Distribution, Jordan, 2006, p. 71.

⁴Kamal Bishr, The Language Between Evolution and the Idea of Right and Wrong, The Egyptian Arabic Language Magazine, The Egyptian-Arabic Language Complex Publications, Cairo 1988, Vol. 62, p. 135. Fahd Khalil Zayed, Common Grammar, Morphological and Dictation Errors, Dar Al-Yazudi Scientific Publishing and Distribution, Jordan, 2006, p. 71. And

4. **Platform:** In computer science, the platform is the environment in which software is run. The platform may be hardware, operating system, or even a web browser or other software, that is, the site where the software works. Computing platforms have several levels of abstraction, including computer architecture and operating system, and Runtime library.
5. **An initiative:** a language initiative. From: I looked at the thing: I rushed to it, and I also initiated it and the people took the initiative: hurry up; it was already to propose an order or achieve it, and the initiative in the war: that the commander of the army of the enemy army leader precedes a war plan that enables him to win over him, and in politics the initiative is a question The public initiates it, by way of petition, and is decided by vote. Hence the linguistic initiative: a development project for improving linguistic use.

Theoretical framework

The Arabic language is one of the living languages of the world, which is distinguished from others by its association with the Book of God, the Holy Qur'an, which gave it vitality and made it known and prominent among other international languages. Shown. And because it is the language of Arab identity and the language of our culture today and our past, so the state's efforts came at several levels; some of it related to the student (in the initial or university stages), the teacher (in the initial or university stages), the educational institution (school / college / institute / university) or The curriculum; therefore, it is necessary to examine a number of issues related to the state's efforts in sustainable development to develop the Arabic language, including:

The political decision

It has the primary and largest role in everything related to language protection, and everything related to its development and progress, and even its transformation from one condition to another. Modern history has known many language models, some of which are mentioned in an earlier article from this column. I refer here this time to what is known to everyone regarding the Turkish language, as it is known that Atatürk ordered to change the writing of this language from the Arabic letter to the Latin letter, in the year 1927 AD, and then announced in 1932 AD the establishment of the "Turkish Language Association", with the aim of This language is "Turkic", by changing as much as possible the words of Arabic and Persian origin with the corresponding Turkish ones, and the experiment there succeeded, The modern Turkish language - as is well known - is not the old language that is termed "the Ottoman language", even in terms of the dictionary.

The Turkish experience was repeated almost the same in a number of Islamic countries that were using the Arabic letter to write their languages, including Somalia when its president, Siad Barre, decided in 1972 to adopt the Latin letter instead of the Arabic letter in writing Somali, after many attempts in this direction that started before the Second World War And it continued during the colonial period, and it emerged greatly after independence, as the state that came after independence formed two months after its existence a committee called the "Somali Language

Majid Ibrahim and Abdul-Jabbar Tawfiq Al-Bayati, an exploratory study on the role of the teacher and its activities in the light of the requirements of scientific and technological development, the Center for Educational and Psychological Research, Baghdad 1974 AD, and Mahmoud Ismail Ammar, common mistakes in the use of prepositions, Dar Al-Kutub, Riyadh, I 1, 1419 AH 1998, Nihad Al-Mousa, Researches in the Issue of Error and Weakness of Students in the Arabic Language, Dar Al-Ulum, Riyadh, 1984

Committee” I was assigned to study the best letter for writing the Somali language and to present this study to the government within a period not exceeding six months. This committee presented the results of the study and recommended taking the Latin letter, under the pretext of the consistency of the Latin letter with the current reality, as most of the schools were English or Italian, and the student does not find it difficult to move from English or Italian to Somali written in the Latin letter, in addition to the availability of printing presses in the Latin language, However, the government did not adopt this recommendation for fear of stirring public opinion against it.

Therefore, the United Arab Emirates has taken all sincere efforts and initiatives in order to preserve the Arabic language and identity and promote its true existence at various levels: political, economic, social and knowledge, and to consolidate its position in the Emirati society, and on the global scale.

The student: is the focus of the educational process and its most important goals, so it was the most important goal of these efforts exerted due to the causes of linguistic weakness, such as students' delusion of the difficulty of the Arabic language in general and grammar in particular, but their intense fear of it, for what they found before during their studies in the general education stage From an increase in the details or the teacher's misrepresentation of the grammatical or morphological norm and how to employ it in daily speech and link it to reality; all this negatively affected the students 'motivation, which led to his weak desire to receive Arabic sciences. And he taught them in foreign schools from the initial educational stages, but from four years to eighteen (university admission stage). And the lack of commitment of the Arabic in talking to each other, keeping the songs and poems written in colloquial language, and the illusion that the follow-up of students 'language mistakes is confined to Arabic teachers⁽⁵⁾. Likewise, the student's inferior view of the Arabic language and its failure to keep pace with the times; rather, we find among our students who ask: Did we learn Arabic originally ?! What is the benefit of learning it ?!

Study plans and curricula: The weakness of the link between the curricula of colleges that prepare teachers, the curricula of colleges that prepare teachers, the curricula of general education, the exaggeration in facilitating the rules, as a result of the calls for facilitation, and the lack of students' archives of the Qur'an, Hadith and eloquent poetry. The merging of Arabic courses in some departments into one exam that led to the neighborhood of some of them. Education curricula include. It may be here that the causes of weakness mentioned here are not limited to plans and curricula.

He also linked the curricula of colleges for teachers with books set in general education, separation in exams between Arabic sciences, expansion of the opening of Arabic departments and colleges, advocacy for teaching Arabic in education and cultural courses, and creating programs to demonstrate the advantages of Arabic and the need of a Muslim. And he left reliance on foreign theories when developing the Arabic curricula until it was found to be valid. Reconsidering education curricula to be realistic. Making education curricula responsive to the needs of students who will become teachers ⁽⁶⁾.

⁵Consider: the phenomenon of general weakness in the use of the Arabic language, pp. 60-65, as well as: teaching the Arabic language in light of performance activities, 153.

⁶The phenomenon of general weakness in the use of the Arabic language, pp. 24-31.

Society: Language is a social phenomenon arising from societal use. Therefore, the most linguistic factors are the reluctance of members of the Arab community to master the Arabic language or even learn it along with the lack of reading based on tongues, the narrow scope of Arabic education in universities and educational institutions, and the loss of many Arab children jealous of it, Ignorance of the classical value in the fields of life, ignorance of the strong relationship between Arabic and Islam, and the illusion of the inability of Arabic to meet the needs of the times, intellectual linguistic conquest, and the failure of the authorities concerned with the language to educate the community of its importance and its shortcomings in making the language keep pace with the needs of the age with translation and Localization and publishing, And neglecting the specialists in the Arabic language and its sciences financially and morally, in addition to the neglect of some leaders in the Arab countries, the commitment of Arabic in their speech, the tyranny of colloquies over the eloquent in many areas of life, the large number of expatriates who do not speak Arabic, and the insistence of many institutions on their employees to master the foreign language without Arabic⁽⁷⁾.

These reasons in their entirety have merit, but the issue of society's reluctance needs more time, so it will not be long-term. As for the requirement of some foreign language institutions, because transactions may require that, but if the institutions were forced to have their work in Arabic, the matter would be different, and the study was neglected. Aspects of the problem, the most important of which are the narrow scope of the work of Arab students in society. A study was conducted in the Arabic Language Department at King Saud University to identify the fields of work of graduates from the departments of the Arabic language. The Good AR, publishing houses, newspapers, advertising, and various media devices. To neglect this, published works appear laden with language errors.

The media: So flooding the media with colloquial dialect means drowning in illiteracy, getting the media message out of meaning, dwarfing the role, and depriving the message of opening its horizons to the widest possible segment of people, especially in our country, the Emirates of human diversity, which needs the Arabic language more From others, as we are facing an issue that is not divided into two halves, either to be or not to be, and in order for us to have a language spoken by our tongue, and spoken by our newspapers and other media⁽⁸⁾.

We cannot ignore the tangible reality, which is the low level of what the Arab media provides in all its forms compared to what the foreign media provides due to the weakness of the miners and the control of the commercial side over a lot of production. It succeeds in attracting the recipient, but as it is at the level it is, the fear of fabricated disclosure will make the matter worse and alienate people from it. Among the most prominent factors of linguistic weakness related to the Arab media (): contempt for those who are eloquent in some media, the failure of the media to educate people about the status of Arabic, and clarifying the need for it, and the use of media professionals to settle when reading them, and the frequent melody of broadcasters, actors and newspaper writers in syntax and composition, and showing cartoon films In the English language, the use of slang in some programs and series, and the proliferation of colloquial poems in newspapers, the appointment of broadcasters who are not fluent in Arabic, And assigning the correction of broadcasting programs to non-specialists, neglecting the safety of a language

⁷Looking: The phenomenon of general weakness in the use of the Arabic language, pp. 77-79.

⁸Looking: UAE newspaper Al Ittihad, June 19, 2013 - 12:36 AM on the official website:
<https://www.alittihad.ae/article/59099/2013/>

that is published to children, making a lot of using foreign words and terms, and Arabic education programs presented in the media are not without faults, and the lack of Arabic hours in the media departments.

Second: the application framework

Despite the interconnectedness of all these efforts and the difficulty of separating them, we try to stand on each of them by explaining their relationship to one of these axes through the following investigations:

Arabic Language Charter⁽⁹⁾

The charter included 13 basic articles that included the basic principles for activating the Arabic language in various sectors, such as its use in issuing various laws, agreements and regulations, and that the language of communication between the various official bodies, and that it be a basic element in the education process, as the charter obligated the Ministry of Education and the authorities The affiliate has to do its best to develop methods of teaching the Arabic language in government schools to enable Arabic-speaking students, as well as encouraging language education for non-Arabic speakers in various centers and universities.

It is a reference to all policies and laws related to protecting the Arabic language and promoting its use in public life, such as the use of the Arabic language in daily life, which includes government transactions and the use of the Arabic language in media programs and materials, in addition to its use in school curricula, as the charter derived its articles from the fact that the Arabic language Among the most important elements of the Arab Islamic identity of the Emirates, and the basic building block of the national identity.

The use of language in media and economic content through the production of literary and media content in the Arabic language to achieve a sustainable civilization renaissance is one of the most important principles included in the "Charter of the Arabic Language", as well as encouraging the launch of cultural initiatives aimed at protecting the language, and not only at the cultural level, as it extended to the aspects Commercial, and called for directing the authorities concerned with the economic sector to use the Arabic language to provide information on consumer products.

"My Language" initiative⁽¹⁰⁾

It came under the patronage of His Highness Sheikh Dr. Sultan bin Muhammad Al Qasimi, Member of the Supreme Council and Ruler of Sharjah, to learn the Arabic language in Sharjah schools, in completion of the initiative to support education in the Arabic language by smart means for students of the Emirate that was launched with the aim of promoting the Arabic language and learning it through the latest modern methods and programs And creating a suitable school environment for creativity in the Arabic language.

The new identity of the initiative comes within the framework of the vision of His Highness the Ruler of Sharjah, of the importance of the strategic role of the Arabic language in consolidating an advanced education system that qualifies the student to keep pace with the times and interact with his scientific and technical challenges,

⁹Looking: Al Ain News, official site: <https://al-ain.com/article/arabic-language-international-day-emirates>

¹⁰look: Al Ain News website: <https://al-ain.com/article/language-technology-arabic-students>

and dedicates the pride of the student to his Arabic identity, by strengthening the Arabic language that represents the backbone that is based The Emirates machinery for preparing distinguished educational outcomes.

Reading Year Initiative

The UAE launched the year of reading, which effectively contributed to enhancing the position of the Arabic language, by setting a strategic plan developed by the Ministry of Education, to activate the national policy for reading on the following directions: To the Emirates Vision 2021 System of Government Excellence, the National Policy for Reading, the Smart Government Initiative and the National Innovation Strategy Then she formed the Emirates team to read at the level of the ministry and at the level of educational areas and then at the level of schools. These teams included students, parents and prominent figures in society in addition to workers in the ministry and the field.

Several initiatives have been adopted targeting students, educational workers, parents, individuals, and community organizations, as well as evaluation and follow-up tools for these initiatives, which are an evaluation form and periodic visits to the field to determine the extent of students' readability.

The "Arab Reading Challenge" initiative:⁽¹¹⁾

It is the largest Arab project launched by His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President of the United Arab Emirates and Prime Minister and Ruler of Dubai, to encourage reading among students in the Arab world through the commitment of more than one million students to participate in reading fifty million books during each academic year.

The Arab Reading Challenge aims to develop a love of reading among the generation of children and youth in the Arab world, and instilling it as an ingrained habit in their lives enhances the queen of curiosity and a passion for their knowledge, and broadens their perceptions. Reading also develops students 'skills in analytical thinking, criticism and expression, and enhances the values of tolerance and intellectual and cultural openness to them by introducing them to the ideas of writers, thinkers and philosophers with their diverse backgrounds and extensive experiences in multiple cultural domains.

The challenge also aims to open the door to the educational field and parents in the Arab world to contribute to this goal and play a pivotal role in changing the reality of reading and cultivating its love in new generations.

The Araby 2018 initiative

It is organized by the Mohammed bin Rashid Al Maktoum Foundation for Knowledge annually, with great interest from all groups of society inside and outside the country to participate in the main activities that extend for a whole week in platforms dedicated to most shopping centers in the state and a number of sites in some countries of the world, and the initiative has achieved a prominent position, especially It has expanded to include more initiatives targeting Arab and foreign countries, including Bahrain, Egypt, France, Italy, South Korea and Singapore.

¹¹look: The official website of the Arab Reading Challenge:
<https://www.arabreadingchallenge.com/ar/project-launching>

Dubai Courts has launched a series of activities and educational and entertainment activities that fall under the umbrella of the “Arabic” initiative, one of the initiatives of “The Mohammed bin Rashid Al Maktoum Foundation”, which aims to make the Arabic language a distinguished place among the global languages that occupy a large space in the cyberspace, and social networking sites.

These activities coinciding with the International Day of the Arabic Language come with the wide participation of senior officials and employees, and in implementation of the directives of His Highness Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, may God bless him, to advance the Arabic language, enhance its use in daily life, and consolidate its position Across different sectors.

School Initiative ⁽¹²⁾

Madrassa is a leading online educational platform that provides distinguished educational content in the Arabic language in all sciences and mathematics subjects, and is available free of charge to more than 50 million Arab students wherever they are. It is considered one of the initiatives of the Mohammed bin Rashid Al Maktoum Initiatives Foundation. The platform was launched, in its first phase, in September 2018; it includes 5,000 educational video lessons that include physics, chemistry and biology, mathematics and general sciences covering various curricula, from kindergarten to class. twelfth. In addition to the educational videos, the school includes exercises and applications in various scientific subjects to support the educational process in an integrative framework.

These educational videos were prepared and produced based on the latest international education curricula, as part of a studied Arabization and production plan in which students' educational needs were taken into account at all levels of education. The highest technical standards and controls were applied in selecting scientific materials, localizing them, and adapting them according to the curricula adopted in the Arab countries, By challenging the translation.

The translation challenge is the largest scientific translation project of its kind launched by His Highness Sheikh Mohammed bin Rashid Al Maktoum in September 2017 to translate and Arabize outstanding educational content for Arab students, which was implemented by hundreds of Arab volunteers, including translators and scientific editors.

Voice commentators, graphic designers, artistic producers, and educators, under the supervision of specialized educational and technical committees. Under the umbrella of the Mohammed bin Rashid Al Maktoum Global Initiatives, a school is part of the Education and Knowledge Diffusion Center, the region's largest regional institution for making hope in the region and building a better future for humankind. The axis of disseminating education and knowledge is one of the main pillars within the institution's sectors of work, through programs, projects and sustainable initiatives that work to develop the educational, knowledge and cultural system in the Arab region, and improve the quality of education in less fortunate societies in different parts of the world, and facilitate access to it, especially in the regions Which faces many challenges and obstacles.

¹²look: The official website of the "School" platform on the Internet <https://madrassa.org/>

On December 18, 2020, on the occasion of the celebration of the International Day of the Arabic Language, the second stage of developing the content of a school platform was launched, which includes the development and production of qualitative educational content in the Arabic language, through 1,000 educational videos covering an integrated curriculum in the Arabic language that includes the academic stages of kindergarten Until the twelfth grade, along with other educational videos on the aesthetics and literature of the Arabic language, as well as developing content with stories for children.

The "**Digital Education School**" open platform for Arab students has also announced the launch of the Arabic language classes, to put them at the disposal of more than 50 million Arab students and learners of the Arabic language, in conjunction with the International Day of the Arabic Language which the world celebrates on December 18 of each year⁽¹³⁾.

Madrassa, the largest open educational online platform of its kind with more than 2 million subscribers and representing one of the Mohammed bin Rashid Al Maktoum International Initiatives, is launching the Arabic Language Lessons Project, in conjunction with the International Day of the Arabic Language, to provide 1000 video tutorials at an affordable price. Tens of millions of Arab students and other Arabic language learners around the world before the end of 2020.

The "**School**" **platform**, whose number exceeds 2 million subscribers and the average daily number of new subscribers, 6000 new subscribers from all over the world during the first year of its launch, to provide new content for the Arabic language video lessons in several stages, the first of which begins with a set of basic lessons Learn Arabic, followed by the second stage, which accomplishes all the Arabic language lessons for the elementary stage, which constitute 25% of the new content. While the third stage covers 50% of the lessons, up to the fourth and final stage, which provides 1000 videos for all levels of study.

Integrated educational project

The development of the educational content of the Arabic language comes through working on an integrated plan, within a special approach developed by the school platform team, based on a committee of experts and educators, from teachers, supervisors, academics and university professors specialized in developing educational content for the Arabic language, in cooperation with the Ministry of Education and Zayed University, As a school platform team works on preparing educational lessons for the entire Arabic language video with research, writing, editing and scrutiny based on the best standards and practices.

Production of educational content for the "School" platform

Where "Arabic lessons provided through a school platform constitute a qualitative addition to more than 5000 educational videos in science and mathematics subjects for students from different academic levels, and it is also an important development for the mechanisms of a school platform, because it is transferred with this unique initiative on the Arab world level from the translation stage On the other languages, as in science and mathematics lessons

¹³look: The official website of the "Madrassa" platform on the web <https://madrassa.org/>, the "Madrassa" platform launches Arabic lessons for 50 million Arab students, date: 18 December 2019

that we launched in our first year as a result of the Arabization of 11 million words in scientific disciplines, to the stage of producing original content in our mother tongue and in a modern and innovative way of offering, through the 1000 Arabic language lessons that we offer successively next year. Platform school for students from kindergarten up to secondary stage to map a comprehensive Arabic-language, Especially grammar, grammar, exchange, listening, conversation, reading, writing, rhetoric, poetry, vocabulary and dictation, in a simple and easy way, supplementing educational curricula and supporting Arabic language teachers and parents who help their children in their educational achievement, and uses technology, visual, interactive and digital media applications as well as competitions to motivate our students to self-learn and explore the keys Fluency in the Arabic language, so that they will be able to take the initiative in developing their educational attainment, and become the future generation that is able and able to produce the original knowledge content in the Arabic language. "And on the future plans of the platform, Dr. Al Ali said: "In addition to the innovative educational materials in science, mathematics and the Arabic language, the content of the" Madrasa "platform will cover more vital topics of interest to young and emerging generations, including computer science, programming languages and technologies, space science and applications. Artificial intelligence."

Academic cooperation in the "School" initiative

Prof. Sharifa Moussa, Director of the Learning Resources and Educational Solutions Department of the Ministry of Education confirmed that "the primary goal of the" School "initiative is to motivate students to acquire knowledge, enhance their scientific curiosity, and establish self-learning capabilities for them, as well as support the Arab educational system and Arab teachers with supportive content that complements curricula The curriculum facilitates concepts and rules and presents them in an interesting and creative interesting template for Arab students who are passionate about technology.

Prof. Dr. Hanada Taha Tamir, Professor of the Arabic Language Chair and Chairperson of the Arabic Language Department at Zayed University, said: "A school platform for the Arabic language will be an important and inspiring source of learning for millions of children around the world and will enrich the teaching of the Arabic language and facilitate its learning thanks to the best practices that it has adopted and the finishing craft to produce this work in a way that is appropriate to the stages. The different age that he addresses. 15,000 daily, and the average of educational lessons that are watched daily through the "school" are 15 thousand lessons. With the start of the current school year, the largest open educational educational platform of its kind in the Arab world, which includes to date 2.3 Leon shared, updated tools and electronic applications.

Objectives: A school platform, as an electronic educational platform that includes distinguished educational content, aims to provide quality education, based on the latest international curricula in science and mathematics, and make it available free to millions of Arab students so that they can access it anywhere, contribute to changing the reality of education in the Arab world, and improve achievement The scientific program for millions of Arab students, and opening new horizons of knowledge in front of them, as well as consolidating the foundations of self-learning and methodology, without contradicting that with the role of the educational institution, while providing attractive and distinctive educational content, from the first establishment stages until the secondary stage.

A school seeks to contribute to preparing a new generation of Arab researchers, scientists, innovators and inventors who are qualified to address the most prominent development challenges, and to create young Arab qualifications that are scientifically qualified and capable of modern technology, and able to lead the sectors of the knowledge economy and active participation in future makers.

The "School of Corona" platform ⁽¹⁴⁾

The United Nations Educational, Scientific and Cultural Organization (UNESCO) has recommended the largest open online educational "school" platform of its kind in the Arab world, which is affiliated under the Mohammed bin Rashid Al Maktoum Initiatives International and freely available to more than fifty million Arab students as a reliable source of distance learning for students of the Arab world Facing Corona, as it is considered a reliable source of qualitative educational content in the Arabic language that covers various subjects. The platform meets through thousands of educational videos covering various courses and materials that accompany the Arab and international curricula requirements of learning systems M distance, in a way that enhances and supports the formal education system adopted in many Arab countries.

This comes in light of many governments around the world taking precautionary measures to temporarily close schools, universities and institutions in the face of the new Corona Virus / Covid-19 /, in a manner that guarantees the preservation of the safety of the educational environment and the maintenance of its teaching and administrative staff and most importantly the preservation of students 'safety and ensuring the continuation of the educational process without disruption, And provide cognitive and social support to students, the school, and the Arab family as a whole.

UNESCO indicated that the "School" platform has a strong user base, which enhances its impact and impact and helps schools and teachers to facilitate pupils' learning in the Arabic language remotely in various conditions and from anywhere... and considered them to be platforms with distinct and reliable content along with other platforms and applications open for learning Remote in the Arab region.

The Arabic Language Academy in Sharjah ⁽¹⁵⁾

It is an academic governmental institution affiliated with the Emirate of Sharjah, concerned with issues of the Arabic language and supporting linguistic and scientific councils in the Arab and Islamic worlds, and it is a link for cultural dialogue and linguistic and lexical research among researchers in various countries of the world, it has a clear vision represented in that it is an academic linguistic beacon aimed at empowering the Arabic language, And documenting the bonds of scientific and knowledge cooperation between the linguistic and scientific councils in the Arab and Islamic worlds.

The Arabic Language Academy in Sharjah achieves its vision and goals through: • Sponsoring research works and scientific projects related to the Arabic language.

¹⁴See: The official website of the "School" online platform <https://madrasa.org/>, date: Tuesday, 17 March 2020.

¹⁵Looking: the official site of the Arabic Language Academy in Sharjah: <http://www.alashj.ae/>.

- Sponsoring programs to facilitate learning the Arabic language, motivating young people to deal with it, and creating creativity in its arts and literary genres. Supervision, planning and material sponsorship of the accomplishment of the historical glossary of the Arabic language.
- Promoting and refining the terminology aspect, and supervising the issuance of modern dictionaries and linguistic dictionaries that meet the needs of the spoken speaker in the fluent language and its writer in the modern era.
- Extending cooperation and coordinating efforts with linguistic and scientific councils in our Arab and Islamic worlds to reach meaningful and promising knowledge outcomes.
- Communicating with the men of thought, language, culture, literature and humanities in various countries of the world.
- Actively participating in the preparation and establishment of programs for integrating the Arabic language in contemporary technological research, making use of the information explosion implications to serve the Arabic language, and generalizing the communication in it verbally and in writing.
- Sponsoring scientific studies dealing with the history of the Arab nation, its civilization, and its connection with other civilizations.

The Mohammed Bin Rashid Dictionary for Contemporary Arabic Language Initiative ⁽¹⁶⁾

Sheikh Mohammed bin Rashid Al Maktoum, Vice President and Prime Minister of the UAE and Ruler of Dubai, called on community members to be active ambassadors of the Arabic language, by making it a language of life in all areas. He said that the Arabic language was the most prominent language in many parts of the world, as it was the language of knowledge and knowledge built by the Islamic civilization, and the West drew upon it. We must cooperate to restore it to its historical position, by working to consolidate it, spread it, and take advantage of its advantages, which give it the flexibility to absorb various meanings in all disciplines. He pointed out that we need to reformulate the ways we deal with our immortal language by promoting the use of the Arabic language as a first language and communicating it to future generations with its strength and attractiveness, and bin Rashid has witnessed, accompanied by Sheikh Hamdan bin Mohammed bin Rashid Al Maktoum, Crown Prince of Dubai, the opening session of the Fourth International Conference For the Arabic language, which is held under the patronage of His Highness at the Al Bustan Rotana Hotel in Dubai. The meeting, which was attended by more than 2000 experts, researchers and specialists in the Arabic language from 75 countries, addressed a number of stakeholders, in the forefront of which is the representative of the League of Arab States, Dr. Badr Al-Din Al-Alali, who thanked the President and the government and people for the UAE's interest in the Arabic language and its people, and thanked Sheikh Mohammed bin Rashid Al Maktoum for his generous sponsorship of the conference, confirming the university's support for all the initiatives and efforts that serve the language Arabic. He called for attention to Arab communities in the Diaspora to consolidate their attachment to their homelands by spreading and promoting the Arabic language, especially for new generations in the diaspora, and emphasizing the importance of the family's

¹⁶look: Al-Bayan newspaper official website <https://www.albayan.ae/across-the-uae/news-and-reports/2015-05-08-1.2370097>. Date: 08 May 2015.

role in teaching children to their mother tongue. Among the most important activities and activities of the complex in the service of the Arabic language and the sustainability and development of its Arabic language: "The Historical Dictionary of the Arabic Language", which Sheikh Sultan Al Qasimi - may God preserve and preserve him - said: He came to advance and serve this language, and the historical dictionary of the Arabic language means explaining:

- History of the emergence of linguistic sciences: where he searches for the emergence of linguistic and grammatical sciences, and divides the research for a single word by linguistic genesis
- Representation of Arabic roots, whereby the engine returns the origins and roots to represent the word in the Arabic language, and it divides the search for a single word according to the root of the word.

The International Council for the Arabic Language Initiative ⁽¹⁷⁾

The International Council for the Arabic Language was established with an initiative that calls for its support and support by a large number of ministers and secretaries of Arab and international governmental and non-governmental organizations and bodies concerned with the Arabic language and its culture. It is an independent international body for Arab and international institutions related to the Arabic language, which has initiated and supported the founding of the Council, and represents the institution that is a member of the Council, the first official in the institution. On the occasion of the proclamation of 2008 as the International Year of Languages, the initiative to establish the International Council for the Arabic Language was presented by the initiative's coordinator to UNESCO, which welcomed the initiative under the letter from the Assistant Director-General of UNESCO for External Relations, and Arab countries and international organizations were contacted by UNESCO to support this initiative which It enjoyed great Arab and international support, and after a legal study by UNESCO it was suggested that the council be established as an independent international organization, and that its headquarters be in an Arab country that would grant it benefits and immunities granted to international organizations operating within the framework of the United Nations. The State of Lebanon was chosen to be the headquarters of the Council, as there are branches and offices for United Nations organizations in it.

Scientific awards offered by the state: they are many and we are not about to list them, and we are satisfied with the following:

1-Sheikh Zayed Book Award ⁽¹⁸⁾: In recognition of the standing of the late great Sheikh Zayed bin Sultan Al Nahyan, may God have mercy on him, and his pioneering role in unification, development and building the state and the human being, it was decided to establish a scientific award bearing the name "Sheikh Zayed Book Award", which is an independent award, awarded each year to the makers of culture, thinkers and creators, And publishers, and youth, on their contributions in the areas of development, authorship, and translation in the humanities that have a clear impact on enriching cultural, literary and social life, This is in accordance with scientific and objective criteria. This award was established with the support and sponsorship of the "Department of Culture and Tourism -

¹⁷look: The official site of the International Arabic Language Council: <https://www.marefa.org/>, and <https://ar.wikipedia.org/>

¹⁸look: The official website of the Sheikh Zayed Book Award: <https://www.zayedaward.ae/en/>

Abu Dhabi." The total value is seven million dirhams. This award also presents a number of activities and initiatives that contribute significantly to the sustainability and development of the Arabic language, including:

- Zayed Book Award translation initiative: The translation initiative aims to contribute to increasing the number of Arabic books that are translated, published and distributed outside the Arab region. The initiative supports translation of literary and children's books that won the Sheikh Zayed Book Award. Applications are accepted throughout the year.
- The applicants are notified 2-3 months after the application was submitted. Conditions for submission: The applicant must be a publisher of foreign books.
- That the request submitted includes the contract signed between the publisher and the owner of the rights of the Arabic edition, and between the publisher and the translator. Priority will be given to obtaining a grant for translation into three languages: French, English and German. The translation must be done directly from the Arabic language, and an exception may be granted in special cases, such as the lack of qualified Arabic translators or that the work is already translated into English. In some cases, the Sheikh Zayed Book Award may assess the quality of translation before awarding the grant.
- The quality of work should be at an acceptable level, and the scientific committee of the Sheikh Zayed Book Award will conduct a quality evaluation. The applicant must submit a plan to promote the translation and distribution of the translated work.

2-Sheikh Zayed Award for Literature⁽¹⁹⁾

As for the first Arab awards that ranked tenth, it is the Emirati Sheikh Zayed Award for Literature, which was launched in 2007 and is part of the Sheikh Zayed Book Award, which includes several branches and is awarded to creators of thinkers, publishers and youth for their contributions in the fields of authorship, translation in science Humanity, which has a clear impact on enriching cultural, literary and social life, according to scientific and objective criteria. The value of the prize in any of them is more than 205 thousand dollars, with a total of seven million dirhams for its eight branches, including one million dirhams for the winner of the Cultural Personality of the Year branch.

3-Al Owais Cultural⁽²⁰⁾

The "Al Owais Cultural Award" from the Emirates, which was launched in 1988, is among the eight prizes worth \$ 100,000, noting that the award is granted once every two years to a number of Arab writers and thinkers for their production in the field of story, novel, theater, poetry, literary studies and criticism. Humanities and future studies.

4-Etiscalat Award²¹

The "Etiscalat Children's Book" award, which was launched in 2009, occupied the seventh rank until 2012, and in the following year the total value of the prize of one million dirhams was divided into a greater number of

¹⁹look:The official website of Al-Bayan Newspaper: <https://www.albayan.ae/five-senses/culture/2014-08-27-1.2190067>

²⁰look: The official website of Al-Bayan Newspaper: <https://www.albayan.ae/five-senses/culture/2014-08-27-1.2190067>

²¹look:The official website of Al-Bayan Newspaper: <https://www.albayan.ae/five-senses/culture/2014-08-27-1.2190067>

categories, so that the value of the grand prize is more than 82 thousand dollars, which is distributed equally between the author and the painter And the publishing house.

5- Sharjah Prize for Linguistic and Lexical Studies (ALCO)⁽²²⁾

On its official page, the Arab Educational, Cultural and Scientific Organization (ALESCO) and the Arabic Language Academy in Sharjah announced the opening of the nomination for the ALESCO-Sharjah Prize for Linguistic and Lexical Studies at its fourth session 2020. The Arab Organization for Education, Culture and Science, and its external apparatus, created the Office for Coordination of Arabization, in cooperation and partnership with the Language Academy Arabic in Sharjah is an award for linguistic and lexical studies, in the framework of their joint plan aimed at promoting the Arabic language and expanding the interest in linguistic and lexical studies.

The award aims to support research and intellectual production in the field of linguistic and lexical studies, and contribute to highlighting the cognitive aspects related to the Arabic language in a discreet and value-added framework. The award also aims to encourage researchers and those interested in directing their intellectual and research activities to topics that are important to the future of the Arabic language and the related sciences.

6-Sheikh Rashid bin Hamad Al Sharqi Award for Creativity⁽²³⁾

An annual award launched by the Fujairah Culture and Media Authority at the beginning of 2018 at the kind initiative of His Highness Sheikh Dr. Rashid bin Hamad Al Sharqi, Chairman of the Fujairah Culture and Media Authority. The award aims to nurture Arab literary and critical talents, highlighting the names of their owners and supporting them financially and morally through the allocation required by the award according to the rankings of its branches, and the consequent commitment of its management to market winning works and serve them in the media.

II. RESULTS AND RECOMMENDATIONS

At the conclusion of this study, a number of results and recommendations that I consider important in sustaining linguistic integrity and treating the problem of grammatical errors among our students at the university level can be summarized, including:

- The UAE has amazing efforts that preceded others in achieving the goals of sustainable development in the field of the Arabic language.
- The development of the Arabic language in various media outlets, and tightening control over the choice of media and broadcasters is an imperative necessity that the UAE has endeavored to achieve.
- The government of the United Arab Emirates emphasized the importance of political decision through the principles it provided in the "Charter of the Arabic Language" by producing literary, media, political and economic content in the Arabic language to achieve a sustainable civilization renaissance.
- The UAE's efforts have contributed greatly to the development of national awareness of the need to protect the Arabic language and contribute to its development and sustainability.

²²look: The official site of the ALECSO - Sharjah Prize for Linguistic and Lexical Studies <http://www.alashj.ae/tag/>

²³Looks: The official website of Sheikh Rashid bin Hamad Al Sharqi Award for Creativity: <https://rashedaward.ae/>

- We university professors must do our utmost to enlighten students and increase their language awareness and use of methods and strategies that facilitate language issues.
- Universities and educational institutions must work to develop curricula and curricula related to the Arabic language in a functional way, as well as linking other courses and curricula to the Arabic language.
- The necessity of putting part of the evaluation of the tests in the different academic levels on language integrity.
- The necessity of obligating institutions to assign a language editor to evaluate their official writing language as a preliminary stage, and to train workers within the institution on basic language rules until they receive their language from melody and padding.

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