

Reasons for Difficulty to Understand Pashto Prose

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Abstract

Many works in Pashtu language prose are hard to read due to various factors and the reader cannot easily interpret such documents. Several factors have been identified to help overcome this problem: If an author cares for them at the time of writing, his/her prose will find its place. If the composition of a prose is difficult, then the author's message also remains invisible. Such writings and relics do not have many readers and followers, but the writing that is easy to read and understand lasts longer and has many readers as well. In this research article, the main factors that lead to the hardening of Pashto language prose are discussed.

Several types of teaching -- other informational teaching and teaching -- are done in universities and some other academic centers. These may lead to problems for the teacher and the learner, as well as the rigors of the language. Many university lecturers and students of the university believe that if the teaching or other informational influences are not hard to understand, then most education or information is available on the basis of study. Students think reading diverse texts also erodes the tastes of their studies.

A good feature of good writing is that it has a slot; the prose slot can have many benefits. One that is easy to read, does not kill the reader's tastes; the reader can easily get the author's message. Some of our earlier or later or prose works have been written under the influence of other languages which are difficult to read. There are other factors that cause the author to lose writing if he does not pay attention. Even now, such harsh prose is seen in the writings of the university and other academic institutions, and a number of authors whose message is not easily read.

In this study we have examined the factors that lead to the hardening of Pashto prose. We have identified the performance of the students and some of the lecturers who have answered the research questions. The results of the study are presented in a table.

Keywords: Pashto prose, Reasons for difficulty to understand, lesson structure, impact, thematic aspects of writing, analysis, data reduction.

Importance of Research: The importance of this study is that all prose writers (lecturers, commentators, researchers, and so on) can benefit from writing compelling and challenging prose, and a simple and ongoing prose. Create.

Purpose of the Research: The purpose of this study is to identify the factors that cause the prose to harden the prose so as to avoid it during writing and to develop a prose that is sloppy.

Research Hypothesis: The reasons for the hardness of the prose are that the reader will interpret the prose strictly.

Research Questions:

- 1- Is it difficult for a reader to read prose that does not have slashes?
- 2- Can prose whose language is rigorous mean that it is easier to understand?

Research Method: In the writing of this article, the library and the descriptive method have been used; some of the extracts have been extracted from other works. There have also been questions from teachers and students about the research questions that the survey included.

Historical Background of Research: There have been various articles on the flow of Pashto prose. There are also references to some of the best prose texts, but no specific article has been written so far on the causes of the hardness of Pashto prose. So, this article addresses the hardships of prose that most depend on its author.

Introduction

We have samples of all kinds of prose in literary periods, which vary from one period to the other. The languages of some of our prose writings are hard and some are easy. At present, the language of some writings is difficult in our teaching and other informational materials, reading which the reader cannot easily convey the message; but the language of the prose of some writers is so fluent and easy that the reader can read the meaning easily.

An important feature of informative or simple prose is that the language should be simple and continuous. This means that the meaning is clear, and the message of the author is easily transmitted to the reader; but at present some of our greatest writers of Pashto prose, researchers, and university lecturers see the rigor of the language in the teaching and information writing and

the reason for this difficulty. It may be that the reader does not easily comprehend the meaning from writing. Why is the language of some prose writing so hard? We refer to the following factors:

1-1 An Author's Lesson Structure: Each author's writing style is different, some authors own the subject and some others' writing structure also contains common points and differences in some areas, which make these differences. They are seen in various parts of the writing. The lesson of some writers is to find the structure of sentences, the selection of phrases, the presentation of a particular thought and some other parts with which they are not easily derived from the meaning of the writing. Here the reader is required to read the text of the author's writings two to three times well so that they may receive the message of the author. The language of some prose is difficult because the author discusses a distinct subject, and that subtle structure makes the reader unable to interpret the text easily. We will now present three models of the classical and present period of Pashto with difficult prose.

First, the model of Khair-ul-Bayan: "I have noticed that the Khairulbanis, in four languages, agree that the Qur'an is not forbidden and the statement of the law of truth is forbidden." Proclaimed to you »« Habibi, 2004: 722 ».

Secondly, the lesson of writing in Professor Ziyar, a renowned Pashto linguist reads: "Linguistic analysis is also done with meanings, not by sound means because of language." Intellectual structure with real linguistic (conceptual) and constructive nature is unrelated. The chains also have a chainsaw in their structure, with a single ounce of chains, "Ziar, 2004: 83".

It is also Kruger Saab's writing lesson, which is simpler and simpler than Zaireb's, but still has a bit more rigor in its composition than other writers, which is characterized by its subtext: "The human inner world (the inner) is the transformed copy of his external world. In other words, his heavy world is made up of external events and factors. Art and literature are an example of elevated human activity. The activity of human thought and creation is born. Psychological issues have been manifested in human intellectual activity since ancient times »" Hashimi, 2016: 120 ".

Likewise, the difficulty of language is seen in the various educational and scientific influences of various university lecturers and country writers, the main factor being the structure of the lessons of some authors.

1 -2: Impact of Other Languages: Some of our earlier prose is considered incompatible, because of the influence of foreign languages. There are many words in the text that are difficult to read and create difficulties to understand. In addition to this, sometimes the influence of foreign languages on the grammatical parts of our language is also seen, with some of the grammar components preceding one after another, which made reading difficult in the text. At present, this

problem is also seen in the writings of some of our writers, which, in terms of the influence of foreign languages, harden the language of one's writing. A good example is the writings of the writers of the (KYBARPASHTONKHWA), which are most commonly seen in English or Urdu.

To illustrate, we take part of Mr. Qalandar Mohmand's writings, which are written by Secretary Ahmad

Jan (in this case): "The first part of the book contains anecdotes of those stories, which are written by Secretary

Ahmad Jan Late. Persian is not translated or derives from the mockery of Maulvi Ahmad Sahib. This use of Molina Ahmed Sahib's TANGI book is proof of the criticism that the letter from Secretary Ahmed is influenced by the continuation of Tolgi's Maulvi Ahmed Sahib and his style ... All the contents of this collection by the style acknowledgment. The secretary is in the same measure as Molina Ahmed in the recital "Hiwadmal, 2017: 139".

1- 3: Subject of Writing: The language of some authors' writing is difficult because when a subject or theory is inserted into the text, it has specific terms and words, or it is new to the reader. Because writing is difficult for the reader, the reader should read his text several times and then can easily interpret the text.

Writing has many different types of topics, defining a story may be easier than explaining its technique. It is also a new topic for a reader to explore literature, philosophy, psychology, sociology and some theory of science, or related theories have their own terms and words, which make reading a bit difficult. For example, the lines: "To speak of a more conscious experience in the arts, we have to remember red realism. After the death of Daedeism, the destruction of literary traditions took red realism, which also included several Daedarism hymns. Red Realism (Behind the Facts) or (Extraordinary Realities) I have, the founder of which is the well-known Daisy André Britten (The term Red Realism is unexpected for the French poet Goum Apollins for his show (The Teresias of Teresa). Used to refer to his literary school as "utterly irresistible," meaning "shkuly, 2017: 23".

1 -4: Lack of Information: Some authors do not have extensive study at the time of writing; their information is lacking when presenting or explaining a topic; therefore, it is possible to see a structure in the sentence that causes the language to be rigid. Gets done. If you want to write about a topic that has enough information, the abundance of information creates logical consistency and agreement between the sentences in the writing. When information is scarce, or when sentences occur repeatedly or are replaced with jarring, problems with reading increase. This problem is most commonly seen in some of our teaching materials. Some writers and lecturers do not have sufficient information on their subject and are unable to submit the subject correctly. Then

literature students, lecturers, literature researchers and other enthusiasts could not easily learn from writing.

1 _ 5: Inability to Analyze: In our teaching and informational literature, many writings do not have analytics. The author draws most of the talk from other texts and shows the source. In addition to this feature in writing, the author must also present his own thoughts. An author who is incapable of analyzing, merely composes his/her writings with the writings of others. So, the prose in his writings is so structured that it becomes a barrier for readers to read. At the time of writing, information related to the subject should be analyzed and well evaluated by the author; then he should start writing it, so that the thoughts are presented in a sentence-based manner so as to read fluency and simplicity.

1 _ 6: Writing Format: We do not select one language for all prose, as each prose has the same language depending on the format and content, which are specific terms and words that relate to the form and the subject of the writing. Writing motifs also cause variations in the language of the prose to be a genre of story, language, and other forms of humor and literary pieces, which also play a major role in the rigor or fluency of the language of the prose. «Hashimi: 2013: 28». When the reader is reading a piece of writing, he should be aware that the prose of an informative influence is different from a literary piece or a satirical prose.

1 _ 7: Neglect of the Reader: Every writing is written for a purpose. Once that goal is specified, then the author knows his / her readers. It makes sense for everyone to write. And for whom does he write? When he addresses these points, his writing is successful. Zarltowan writes: "In answer to this question, the author should think about who he is writing his essay to, who is a student, read only, who is a teacher, to what degree he / she has the knowledge and if he / she wants to write." This section can be used in the sources of the research section. Sometimes the topic of gender of the audience is also addressed in the " Rahmani, 2016: 4 ".

In our teaching and informational works, the author tries to explain an issue for the student of literature but does not follow through on what he or she considers necessary for the sake of learning. In attempting to explore the subject's title and subtitles, he does not try to put the knot on which the reader is paid; At the time of writing, the author should be aware that the writing is meant for student learning, whether for graduate students in class 12, or for women's lives, or for children or other academic cadres. Therefore, this is why ignoring these points causes problems in the prose of some writings and the reader does not find their purpose in the text.

1 – 8: Wrong Translations: Currently the translation market in Pashtu language is very hot and many books are being translated from Persian to Persian, Urdu and English to Pashtu. Translation also has its own principles, but most translations are done by everyone, and some principles are

not followed during translation. Pashtu is one of the most economical aspects of translation nowadays, so some translations are being translated into haste and non-proficient in order to make translation difficult, difficult to read and difficult to translate.

Research Findings

Students and lecturers are asked questions about the research questions that are presented in the table below:

Is it difficult for a reader to read a prose that does not have slashes?

no	yes	Students and lecturers
18	53	71 students (57 boys and 14 girls)
8	21	29 lecturers 21 (men 8 and 21 women.)
%26	%74	100 people

Can a prose item whose language is rigorous mean that it is easier to take?

no	yes	Students and lecturers
62	13	75 students (50 boys and 25 girls)
16	9	25 lecturers (18 menand ,7 women.)
78 %	22 %	100 people

Conclusion

The Pashtu language contains samples of different prose in each literary period, some of which are simple, spicy, and artistic. In addition to this period, there are other factors that cause the hardening of the prose if the author ignores it. When the language of a prose text is hard, then the author's message is not easily presented to the reader. 5 university lecturers and 5 students believe that if the prose of some works is simple and straightforward, then the reader can be exempted from reading many teaching or other informational issues without the instructor's guidance.

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