

A Pragmatic Study of Bullying in Some Selected Verses in the Holly Quran

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دراسة عملية عن التنمر في بعض الآيات المختارة من القرآن الكريم

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Abstract:-

Bullying is defined as the repeated abuse of authority in interpersonal interactions through verbal, physical, and/or social behavior with the purpose of causing physical, social, and/or psychological harm. Some people might take advantage of others who can't do much to stop them because of their actual or perceived authority. This can be done by an individual or a group.

Three characteristics of bullying are listed below: Hostile intent, an imbalance of power, and a recurring pattern across time. Bullying is characterized by the act of repeatedly participating in hostile behavior with the purpose of causing another person physical, mental, or emotional harm.

There are numerous ways that bullying can manifest, including verbal bullying, physical bullying, racist bullying, and religious bullying. The most well-known kind of bullying is verbal bullying, which has gained widespread attention due to social media. Bullying is not a new phenomenon; rather, it dates back to the beginning of man. If we manage In the Holly Qur'an, we discover several forms of bullying directed against prophets and messengers.

The purpose of the paper is to conduct a pragmatic analysis of bullying in a few verses from the Holly Quran and to discover how these behaviours correspond to spoken acts.

Key words: Parental Leadership, Withdrawal of Intermediate Health Staff, Al-Manathira General Hospital.

المخلص:

يتم تعريف التنمر على أنه إساءة استخدام متكررة للسلطة في التفاعلات الشخصية من خلال السلوك اللفظي و / أو الجسدي و / أو الاجتماعي بغرض التسبب في ضرر جسدي و / أو اجتماعي و / أو نفسي. قد يستفيد بعض الأشخاص من الآخرين الذين لا يستطيعون فعل الكثير لإيقافهم بسبب سلطتهم الفعلية أو المتصورة. يمكن القيام بذلك من قبل فرد أو مجموعة.

يتم سرد ثلاث خصائص للتنمر أدناه: النية العدائية ، واختلال توازن القوة ، ونمط متكرر عبر الزمن. يتسم التنمر بفعل المشاركة المتكررة في سلوك عدائي بغرض التسبب في ضرر جسدي أو عقلي أو عاطفي لشخص آخر.

هناك العديد من الطرق التي يمكن أن يظهر بها التنمر ، بما في ذلك التنمر اللفظي ، والتنمر الجسدي ، والتنمر العنصري ، والتسلط الديني. أكثر أنواع التنمر شهرة هو التنمر اللفظي ، والذي حظي باهتمام واسع النطاق بسبب وسائل التواصل الاجتماعي. التنمر ليس ظاهرة جديدة. بل يعود إلى بداية الإنسان. إذا استطعنا في القرآن الكريم اكتشاف عدة أشكال من التنمر الموجه ضد الأنبياء والرسل.

الغرض من الورقة هو إجراء تحليل عملي للتنمر في بضع آيات من القرآن الكريم واكتشاف كيف تتوافق هذه السلوكيات مع الأفعال المنطوقة.

الكلمات المفتاحية: القيادة الأبوية. انسحاب الملاكات الصحية الوسطية. مستشفى المناذرة العام.

CHAPTER ONE INTRODUCTION

This chapter introduces the problem of the study, its questions, aims to find answers for these questions, hypotheses, procedures, limits, and the value of the study.

1.1 The Problem

Pragmatics is seen as the study of meaning intended by the speaker. When people communicate to others, they utter languages that are not only for saying something such as making statement, describing some occasions or developments, or stating of affairs, but also for doing something such as bully, mocking, and deploying aggressive behaviour (Yule, 1996:3-47)

This intention or intended meaning of the speaker is the cornerstone of the act of bullying. Bullying occurs when there is an imbalance of power among individuals within their communication. It entails wanting to harm someone else. This planned bad behavior might take many different forms. (Cherly, 2004:3)

All the prophets, the righteous, and many human beings in general were exposed to verbal bullying linguistically (abusing them) and physically (assaulting them). In our time, for examples bullying has increased frighteningly, especially in schools.

The language of bullying in the Holy Quran has not been scholarly studied. Therefore, the current study is intended to bridge the gap in the literature through conducting a pragmatic study of the language of bullying in the Holy Qur'an. In this regard, The current study looks for answers to the following issues :

- 1- How is the phenomenon of bullying used in the Holy Qur'an?
- 2- What are the types of bullying that are used in the Holy Qur'an?
- 3- Which speech acts are used in expressing bullying?

1.2 The Aims

The present study aims at:

- 1- The phenomenon of bullying is used in the Holy Qur'an.
- 2- All types of bullying except cyber-bullying are used in the Holly Qur'an.
- 3- The commissive speech acts that are employed by the speaker.

1.3 The Hypotheses

It hypothesized that:

- 1- Bullying is an aggressive behaviour which is highly used in the Holy Qur'an.
- 2- The verbal is the most overcome types implied in expressing bullying.
- 3- Bullies have direct and aggressive attitudes toward others (victims) due to their frequent use of commissives speech acts (threatening).

1.4 The Procedure

To achieve the aims and to validate the hypotheses of the study, the following steps have been adopted:

- 1- Surveying the related literature of bullying.
- 2- Choosing ten verses from the Holy Qur'an for analysis.
- 3- Depending on an eclectic model, a qualitative method is deployed in this study.

1.5 The Limits

Theoretically, the present study is limited to explore bullying as an associated study with pragmatics. Practically, the current study is limited to investigate ten texts in order to reveal how bullying phenomena is used. This study includes ten verses which are taken from the Holy Qur'an.

1.6 Value f the study

It is hoped that this study would be of some value for those who are interested in pragmatics and to encourage researchers who have social visions, to present future projects. It would be of some value for those who are interested in religion issues.

CHAPTER TWO INTRODUCTION

1.2 The Basic Notions of the Concept

Bullying is a behavior that only its victims can comprehend. Bullying may happen to anyone at any age, in any environment, including both the workplace and the classroom. Because there are so many different actions that can be deemed bullying as well as specific characteristics of bullying behaviour, bullying is difficult to define (Montgomery, 1994:3).

Olweus (1991:413) defines bullying as "long-term physical or psychological aggression by an individual or a group against someone who is unable to protect himself or herself."

According to Rigby (2008:22), bullying is "the intentional and repeated abuse of power in interpersonal relationships." That is to say, bullying happens when a victim is regularly targeted by someone or a group who is physically or socially superior to them.

Certain managerial or authoritative roles are not the only ones where abuse of power occurs. It has been proven that the majority of people are capable of controlling someone else. Therefore, it seems that the bully and victim have varying degrees of physical and psychological toughness (Olweus and Solberg, 1998:7).

Bullying is described as the ongoing physical and mental harassment of another person and is considered a kind of aggression (Masterson, 1997:1).

(Olweus and Solberg, 1998:7) define "direct bullying and indirect bullying or intimidation" to address the notions of "painful" and "unpleasant experiences," but likewise heartbreaking indirect bullying is the sense of social isolation and exclusion from group membership

Olweus (1993:9) states that repeated exposure to negative behavior can lead to bullying. When someone deliberately injures or upsets another individual, these bad behaviors take place. Physical contact, such as striking, pushing, kicking, or cursing, as well as verbal abuse such taunting, threatening, or swearing can cause this harm or discomfort. Unfavorable acts, such as social exclusion from the group and negative facial expressions and gestures, can also be taken without using words or physical contact. Negative actions go hand in hand with bullying. The phrase "negative behavior" refers to actions ranging from serious physical hostility to nonverbal aggressiveness like gazing and teasing (Cherly, 2004:3).

2.2 Kinds of Bullying

Both children and adults can be bullied, and it can take many different forms. While some forms of bullying are overt, others are more covert.

2.2 1. Physical bullying

Bullying that is physical might involve striking, kicking, tripping, pinching, pushing, and breaking objects. There are immediate and long-term effects of physical bullying (Kenneth, 2005:3).

2.2 2. Psychological bullying

Psychological bullying is defined as behaviour designed to embarrass, humiliate, degrade, sadden, or emotionally upset the victim. Excluding someone from a group, making an ugly face, spreading nasty rumours, depriving someone of resources needed to seek or ask for help, embarrassing someone by providing false information, exaggerating petty crimes hurting someone by threatening to do so or forcing someone to do something against their will are all examples of psychological abuse (Kuykendall, 2012: 9).

2.2.3. Verbal Bullying

Verbal bullying is among the most prevalent types of bullying. Bullying is any behaviour that is harmful to another person but does not involve physical contact and is expressed by speech, other vocalizations, or any type of body language. At this age, bullying is most likely to start, and it might involve:

- Using derogatory names and nicknaming
- Falsely accusing someone or spreading accusations about them Someone is being threatened.
- shouting or speaking to someone in an obnoxious or disrespectful manner, especially without cause
- Disrespectfully mocking someone's voice or speaking style
- Joking about someone else
- To torture someone, use body language (e.g., the middle finger).
- calling someone names or somehow making fun of them.
- In cases of verbal bullying, the bully's voice is a key tool. It happens frequently to experience verbal bullying.

In verbal bullying, the bully's voice is mostly used as a weapon. Both genders engage in verbal bullying frequently, however, girls are more likely to do so. Generally speaking, girls are defter with their insults than boys are. In order to dominate, control, and assert their dominance and authority over others, girls frequently use verbal bullying and other forms of social

exclusion to appease someone they idolize. However, there are many males who are competent at utilizing verbal dominance techniques to assert their authority and who are adept at using words to avoid the challenges that come with physically harming another person (Kenneth ,2005:3)

2.2.4 Cyberbullying

According to the cyberbullying research centre cyberbullying is "deliberate and repeated harm using a computer, phone, or another electronic device."

Cyberbullying refers to the use of digital technology, such as computers and mobile phones, and software, such as social media, instant messaging, text messaging, websites, and other online platforms, to participate in bullying, either overtly or surreptitiously. Bullying on the internet can happen at any time. It might be done in front of others or alone, but sometimes the target is simply the bully, and the bully knows it (Kathleen, 2014). Cyberbullying can manifest itself in many different ways, including

- Rude or offensive posts, emails, messages, photos, or videos
- Intentionally excluding others on the internet
- malicious rumors or chitchat
- Using another person's log-in or mimicking them online.

According to the Olweus Prevention Program Bullying comes in nine different forms. Physical assaults on a person or his property make up the second and third categories of bullying. The first type is verbal bullying, which involves attacks utilizing derogatory remarks or nicknames. Isolation or social exclusion is the fourth form of bullying; Children being threatened to do things against their will is the sixth type of bullying, while racial and sexual bullying is the seventh and eighth. The fifth type of bullying is aggressiveness through falsehoods, gossip, and false rumors.

Finally, cyberbullying, which occurs via phones and the internet, is included in this preventative program as a new form of aggression (OLWEUS PREVENTION CENTER. (2011)

2.3 Characteristics of Bullying

One of the most significant issues in all communities is bullying. It is the process by which a person repeatedly uses their superior power or influence to abuse, attack, or coerce others to do something (UNICEF, 2007b). Derogatory remarks, physical aggression, and social exclusion are examples of such behavior

when there is a power imbalance between perpetrators and victims. First, it is important to identify behavior that constitutes bullying in the school. Building on Olweus (1993), Bauman (2008) defined bullying as a phenomenon that has the following three components:

First, there must be a desire to hurt. Second, this has to happen repeatedly. And third, there must be sacrifices.

2.4 Theories of Bullying

1. Social Ecological Theory

The socio-ecological theory of bullying and victimization was inspired by Uri Bronfenbrenner's work (1994:1643). According to this viewpoint, peer groups, schools, families, neighborhoods, cities, and nations are all included in the greater social framework that encompasses bullying.

Therefore, these intersecting ecological settings are necessary for the prevention and intervention of bullying. Espelage examines the evidence that these systems play a part in bullying and makes the argument that in order to combat it effectively, additional work must be done to extend interventions to the ecosystem's outer layers.

Underwood and Ehrenreich write from a developmental perspective, believing that demand and the forms in which it arises differ at different developmental stages. Assuming this basic human need underlies bullying, this should be taken into account when designing programs

2. Social Cognitive Theory

The social cognitive theory described by Swearer, Wang, Berry, and Myers (2010:37) focuses on the cognitive elements that underlie bullying behaviour. For instance, people acquire traits (beliefs about the reasons behind occurrences) that affect how they respond to other people. Some people tend to blame themselves, feeling that their faults are the consequence of outside circumstances, while others tend to misunderstand and blatantly act in an aggressive manner. react to hostile attribution, the hostile intentions of others in ambiguous situations. A component of the cognitive-behavioural program helps children understand and correct faulty logic. Prevention and intervention programs address these thinking errors that underlie bullying and victimization. gain. Prevention and intervention programs can be enhanced by utilizing aspects of

cognitive-behavioural therapy, an established treatment paradigm recommended for many diseases.

3. Systems Theory

Relationships and mutual influences within families are the subject of systems theory. Applying this theory to bullying implies that a child's behaviour toward peers is influenced by the dynamics of family bonding, thus it is challenging to comprehend how family dynamics are replicated in bullying behaviour. . Worth it. Yes. Cross and Barnes, creators of the theory-based program, outline the idea and provide examples of how to program family systems into anti-bullying efforts. The overall atmosphere of the institution plays a role.

2.5 Bullying and Victimization

Bullying victims typically feel helpless since they have little influence over their lives. A youngster who is being bullied cannot freely change schools, just as a child who is being harmed by a parent cannot leave home without a court order. Even if you do that, you will be bullied at other schools. In fact, this demographic has fewer environmental choices than any other group, with the exception of prison inmates). It's not a case of one-off, hostile behavior. In actuality, the difficulties of victims are influenced by their friends, families, schools, and communities. The "bully" and the "victim" are the parties involved. This is uncommon. Bullying is a dynamic issue in social connections, and we must "debunk this binary mentality,". Olweus (1993:3) defines victimization as: The term "negative behavior" means that someone willfully causes or attempts to cause harm or inconvenience to another person. that's it. Negative behavior can be through verbal language (verbal) such as threading, provocation, teasing, and cursing.

Negative behavior includes hitting, pushing, kicking, pinching, or grabbing another person physically . It is also possible to perform negative actions without using words such as, or physical contact. For example, grimacing, making vulgar gestures, intentionally excluding people from a group, or refusing to comply with other people's wishes. These actions are repeated and performed over time. The goal is to stop the infrequent, non-serious bad behavior directed at one or more students (ibid.).

2.6 Harassment and Bullying

According to ACAS harassment is unwanted behaviour that violates people's dignity or produces an intimidating hostile, demeaning, humiliating, or insulting atmosphere.

Following is how Andrea Adams (2009) describes bullying: Unjustified humiliating or abusive conduct directed at a single employee or a group of employees Permanently detrimental malicious attacks on one's ability to perform on the job. This is often how it is flagged. Unpredictable, unjust, unreasonable, and frequently invisible The concern that individuals would progressively lose faith in themselves and suffer from physical illness or mental stress as a direct result of abuse of position or authority can be caused by abuse of power. The use of position or power to oppress others through violence or intimidation, or to force them through fear or persecution, has been identified as the most severe and damaging issue for both employees and employers. The table below summarizes the key distinctions between harassment and bullying:

Table (1) The key distinctions between harassment and bullying.

Harassment	Bullying
It has a powerful physical component.	Nearly usually psychological, with the exception of a few rare instances involving male bullies
When harassing someone, the offender frequently focuses on their unique personal characteristics (sex , race ,sexuality)	Because they are skilled or well-liked, the target frequently faces discrimination.
Although harassment might happen once or more times, most people are aware of it from the start.	It's possible for targets to go weeks or months without realizing they've been bullied. The realization that a string of seemingly unimportant events led to fear and damage frequently causes targets to experience a "aha" moment.
The usage of inappropriate words is common.	It frequently consists of a string of unimportant criticisms and unfounded or unwarranted charges. Harassment is used more often than offensive language.
The attacker tries to take control of the victim.	Bullies frequently start by trying to dominate and control the target. Later, they try to break her down or make her leave the group.
Public harassment is a persistent practice used to gain attention from others and improve one's reputation.	Bullying frequently happens in secret without any observers.
The objective is believed to be vulnerable to bullying	Targets are viewed as threats that need to be controlled

2.7 Bullying and Aggression

As a subtype of aggressive behavior, bullying is recognized. This is regarded as a form of unprovoked violent aggression where the bully begins to act aggressively. In order to distinguish between bullying and violence, it is necessary to understand that bullying behavior entails an intentional power disparity between the perpetrator and the target. It implies that it is in some way more powerful than the target. Bullying encompasses additional types of aggressiveness that are difficult to see in addition to aggressive actions. Threatening another person while not being physically abusive is a form of bullying . (Espelage and Swearer, 2009:2).

Bullying can also be carried out through computers and mobile phones and can involve relationships and social aggression. Thus, the use of observable and unobservable aggressive behaviors, power imbalances .Bullying differs from other forms of aggression in that it is repeated. (Ibid.).

Bullying is defined by the American Psychological Association Dictionary as "persistent, intimidating, and violent behavior against other people, particularly those who are little or vulnerable." Bullying is viewed as a power system. This implies a force imbalance within the interaction. That is, victims cannot easily defend themselves for a variety of reasons, such as being outnumbered or physically overwhelmed. It includes intent to harm others. This negative intentional behavior can manifest itself in many ways. Not only is it physically visible, but it can also be subtle and obscure (Cherly, 2004:3-4). Recently, bullying has been labeled as a form of terrorism because it is an "unprovoked attack" intended to harm the victim (ibid.: 4).

2.8 Effects of Bullying

1. Bullying can happen to anyone. Bullying has many negative effects, including mental health effects, drug use, and suicide.
2. Bullying can destroy a person's career.
3. Bullying has a negative impact on people's emotional, psychological, and physical well-being
4. Bullying can cause excessive worrying, anxiety, and stress to the point where it can ruin a target's career.
5. Bullying causes targets to have low self-esteem and often leads to fear and resentment.

6. Bullying in the workplace has even been connected to PTSD symptoms.
7. Bullying victims are frequently pushed into suicide thoughts or attempts, in addition to suicidal attempts.
8. Bullying is a torment. Harm that rips people apart and undermines their human rights, causing them to work and frequently spend much of their lives as less than human beings exists.
9. Bullying is a terrifying phenomenon. Harm that tears target apart and destroys their human rights, leaving them working and often spending much of their lives as less than human beings
10. Is a very common outcome for targets of bullying. This exist is often voluntary in that the target is not fired.
11. All of these feelings and sensations are common: shame, wrath, objectification, and belittlement (Carbo, 2017:14-15).

Bullying affects both the bully and the victim. Bullied kids are more prone to experience issues like sadness and suicidal thoughts anxiety, and eating disorders. Headaches, insomnia, stomachaches, bedwetting, and fatigue are just a few of the health problems people face. Low attendance, low test scores, and high dropout rates are all problems that students face in school (Nansel, et al. 2001). Teenage bullying: More likely to smoke and drink. Poor academic performance and a negative impression of the school environment make them more likely to suffer from criminal and mental disorders.

CHAPTER THREE

METHODOLOGY

This chapter is viewed as a turning point from the theoretical part to the practical one. It mainly deals with the data of analysis, its description and collection. It presents the reasons behind choosing such data and the eclectic model that is used to analyze them and collection.

3.1 Data Description

The Data for the current study consists of ten Quranic verses. The data were collected mainly from Quran. After collecting the data, the researchers translated these verses into English. The researchers collected the data first then analyzed it with reference to Grice's conversational implicature.

3.2. The Eclectic Model of Analysis

3.2.1 Humiliation

A "nuclear emotional bomb" is humiliation (Hartling, Lindner, Spalthoff & Britton, 2013). It suggests that a person, organization, or civilization has been demoted to a lower standing in one's or others' eyes. According to the authors, humiliation is today's most harmful social dynamic and can be viewed as 1) an internal experience (feeling, emotion), 2) an external occurrence (degradation, abuse, bullying), and 3) systemic social conditions (Hartling, Lindner, Spalthoff, & Britton, 2013). (Poverty, discrimination, forced dislocation). Studies of humiliation in the modern world link the dynamics of humiliation to violence, despite the fact that the particulars of this experience should be understood within the social, cultural, and historical context in which it occurs (Lindner, Hartling, Spalthoff, 2012; Hartling, Luchetta, 1999). (Lindner, Hartling, Spalthoff, 2012; Hartling, Luchetta, 1999).

In our lives, humiliation has a strong negative connotation, and in the workplace, 'it is not an ordinary experience' for those concerned. According to Czarniawska (2008) humiliation is a kind of bullying. Ellis (1997) finds humiliation to be the second most common kind of bullying.

3.2 Mockery

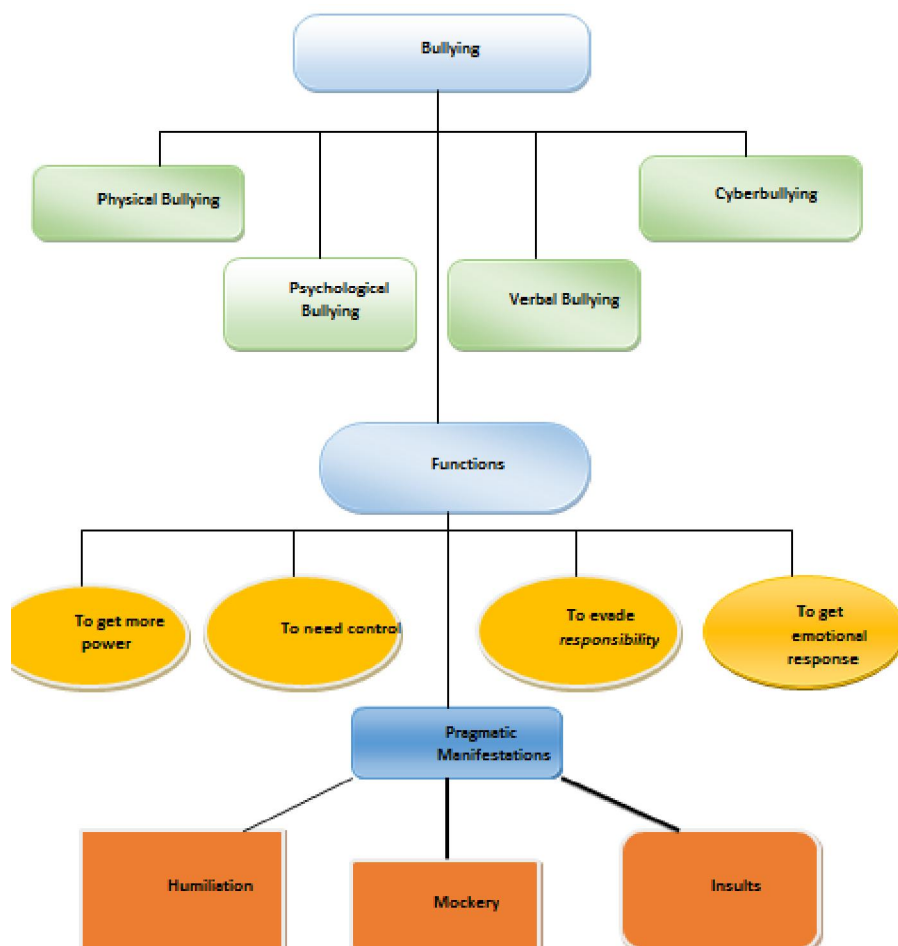
Mocking is the act of mocking, ridiculing, or disrespecting by mimicry, disingenuous mimicry, or the appearance of being serious or deceptive (Thomas, 1999: 01). . People usually use this phrase to annoy others for some reason. People usually use this phrase to annoy others for some reason.

3.3 Insults

Insults are often characterized as utterances intended to offend the interlocutor by rude or uncaring remarks or actions (Jucker 2000, Fiedler 2007). Insults come and go as cultures change. Words with disturbing connotations take on an offensive load, while words previously thought to be highly derogatory become harmless. Moreover, these changes occur both within cultural groups and between cultures.

According to Fernández-Fontecha and Jiménez-Catalán (2003), insults are typically grouped into distinct defined lexical domains, such as those that compare people to animals

metaphorically. Gender-specific slurs, epithets that make fun of family members, and verbal abuse that belittles intellect are all prohibited. insults aimed towards a person's nationality, race, gender, or religion swearing, human excrement, etc. However, as we'll demonstrate later, rather than being strictly semantic, their potential to harm depends more on cultural and practical considerations. It uses language that is both brutal and objectionable. Based on their morphology, syntax, and meaning, insults can have a variety of characteristics. However, insults have a special influence on the interlocutor that is not merely based on linguistic considerations. Embedded in an offensive context, insults not only reinforce offensive perceptions of that context.



3.3 RESULTS AND DISCUSSIONS

The researcher discusses the study's findings after presenting the findings in this section. The data analysis is based on speech acts.

1. Text

- “And they say: “O you (Mohammad) (peace be upon him) to whom the Dhikr (The Qurān) has been sent down! Verily, you are a mad man”

(Al-Hilali and Khan, 1977: 338).

The prophet Mohammed is the victim in this verse. When Prophet Muhammad (pbuh&hp) announced that he was a prophet, the other Arabs abused him horribly; some of his own family even turned against him. He and his followers were frequently the target of taunts, ribald jokes, and even physical abuse. Despite all the odds against him, he prevailed by remaining patient and maintaining a strong relationship with God. Bullying is accomplished by employing epithets like "crazy." The commentator refers to the Prophet Muhammad as a "crazy man" in his speech act of criticism. God gives us very explicit commands not to make fun of and disparage one another. This verse forbids bullying, which includes verbal abuse.

2 .Text

“Is this the one whom Allāh has sent as a Messenger?”

(Al- Hilali and Khan, 1977: 483)

In this verse, the victim is the prophet Mohammad. Bullying is achieved by using humiliation.

3. Text

“Believers, let not a group of you mock another. Perhaps they are better than you. Let not women mock each other; perhaps one is better than the other. Let not one of you find faults in another nor let anyone of you defame another. How terrible is the defamation after having true faith. Those who do not repent are certainly unjust.”

This dictum serves as a cornerstone of Islamic law and a fundamental Islamic principle. It is clear from the blessed life of the Prophet, his holy family, and those of his renowned friends that they suffered oppression and bullying at the hands of people who perceived their message and purity to be a threat. The oppressors who refused to change their ways suffered a terrible

destiny, but those who honestly repented became the Prophet's inheritors.

4. Text

Indeed (many) Messengers were mocked before you (O Mohammad) (□), but the scoffers were surrounded by that, where at they used to mock.

(Al- Hilali and Khan, 1977: 433)

Prophets in general are exposed to bullying that is to say, Yunus, peace be upon him, he fled fleeing from confronting his people, coalitions of their faith in God and exhausted his patience as a result of bullying in return. Likewise, the Quraish harmed the prophet Mohamad, in favor, the Quraish harmed the prophet Mohamad Moses was a very timid guy who used to completely cover his body out of extreme shyness, according to Allah's Apostle. He was upset by the words, "He covers his body in this way only because of some imperfection in his skin, either leprosy or scrotal hernia, or he has some other defect," spoken by one of the Israel's children. Sahih al-Bukhari 30) Mockery is used to perpetrate bullying.

5. Text

And as he was contrasting the ship, whenever the chiefs of his people passed by him, they mocked at him. He said: "if you mock at us, so do we mock at you likewise for your mocking.

(Al- Hilali and Khan, 1977: 291)

Mockery is frequently mentioned in the Quran. It forbids ridicule of others (Q 49:11) and warns against mockery, even if it is done in fun (Q 9:65). Many verses, like as the one above, discuss people who mock religion. Religious concepts, Quranic injunctions, Prophets, believers, the resurrection, and even God Himself are mocked by those who refuse to accept the truth. It is the weapon they employ in the fight against the establishment of truth. The early Muslims and the Holy Prophet (s) endured a lot of ridicule from the people around them. When they saw the believers, the disbelievers grinned at each other (Q 83:30), laughed at them (Q 23:110), shook and nodded their heads (Q 17:51), and called the Prophet names (Q 15:6).

6. Text

Those who slander such of the believers as give themselves freely to(deeds of) charity, as well as such as can find nothing to give except the fruits of their labour,- and throw ridicule on them,- Allah will throw back their ridicule on them: and they shall have a grievous penalty.

People who make fun of those who donate to charities among the believers or who have nothing else to spend their time on but effort will receive a harsh punishment from Allah. With the miserliness of the hypocrites, charitable giving are not safe from their harm; If the rich donate a lot of money, they insult them and accuse them of hypocrisy, and if the poor donate what they are capable of, they mock them and say, mockingly: What is the benefit of this charity for them? God has ridiculed these hypocrites, and they will have torment. The victims here are the contributors who share their money. Bullying is done through insulting.

7. Text

"Slay ye Joseph or cast him out to some (unknown) land, that so the favour of your father may be given to you alone: (there will be time enough) for you to be righteous after that!"

In this verse, Joseph's older brothers decided to get rid of Joseph, once and for all. They decided to kill Joseph and throw his dead body in a pit. They further decided to tell others, including their father Jacob, that Joseph had been eaten by a wild beast. Joseph's brothers were definitely bullying Joseph. Joseph was alone, probably scared, and unable to effectively defend himself. Bullying is achieved by using threatening words "killing". The commenter uses speech act of commanding to kill Joseph. This text forbids bullying, which includes physical assault.

8. Text

"Nay," they say, "(these are) medleys of dream! - Nay, He forged it! - Nay, He is (but) a poet! Let him then bring us a Sign like the ones that were sent to (Prophets) of old!"

Al- Anbiya: Verse 8

In this verse ,the victim is the prophet Mohamad. Individuals routinely ridiculed him, teased him, and even physically hurt him and his supporters . Bullying is achieved by using calling words

"poet". The commenter uses speech act of criticizing to criticize The Prophet Mohammad as being a poet. God gives us very explicit commands not to make fun of and disparage one another.

9. Text

When the Unbelievers see thee, they treat thee not except with ridicule. "Is this," (they say), "the one who talks of your gods?" and they blaspheme at the mention of (Allah) Most Gracious!

Al- Anbiya: Verse 36

Only people with polluted spirits due to conceit and pride may make fun of others. They want to harm others because they believe they are better than them. One of the Jahiliyyah diseases that should be avoided, especially during times of conflict and disagreement, is a mockery. It is one of their traits, along with disbelief and hypocrisy. Such traits contribute to the division of society. In actuality, it is blatant disobedience of Allah The Almighty's Commands and prevents one from Allah's kindness. The victim here is the prophet Mohammed (peace be upon him). Bullying is shown through using mockery.

10. Text

When they meet those who believe, they say: "We believe;" but when they are alone with their evil ones, they say: "We are really with you: We (were) only jesting."

Al- Baqara: Verse 16

Hypocrisy is another connected subject that the Qur'an discusses. This happens when people behave one way around believers then mock them when they are not there, revealing their true selves. Just as believers should not make fun of one another, they should also use common sense and refrain from putting themselves in situations where they may become the target of jokes by discussing their beliefs with those who might later make fun of them. When they see those who believe, they hypocritically state, "We believe," according to Sura Baqara, but when they are alone with their (supposedly human) satans, they hasten to restore their disbelief and allegiance to them out of fear.

CHAPTER FIVE CONCLUSIONS

The study has come with the following conclusions:

- 1- It has been concluded that bullying is frequently used in the Holy Qur'an. It is seen as an ancient topic from time immemorial. The

main victim of this phenomenon is portrayed by Prophets and believers who are bullied persistently. Bullying, as it is a negative phenomenon that distorts and breaks the foundation of Muslim society. This verifies with first hypothesis: ***Bullying is an aggressive behaviour and it is highly used in the Holy Qur'an.***

2- Since verbal bullying has been identified as the most prevalent kind of bullying, all forms of bullying, with the exception of cyberbullying, are referenced in the selected verses. This verifies the second hypothesis: ***The verbal is the most overcome types implied in expressing bullying.***

3- At the pragmatic level, it is concluded that the speakers use the speech act categories of commissive more the other categories in order to manifest their taunting, ridiculing, and disdaining upon others for the sake of presenting bullying against their victims. This verifies the third hypothesis: ***Bullies have direct and aggressive attitudes toward others (victims) due to their frequent use of commissives speech acts (threatening).***

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