

использование таких аффиксов, как -лы, -лок, -зор для образования простых фитооронимов. Большинство сложных фитооронимов изначально были в форме словасочитание в определитель+определенная модель, которая позже стала сложным словом в процессе перехода к названию. Это явление также наблюдается в таджикских изофетных фитооронимах.

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### THE CONCEPT OF INTERTEXTUALITY IN LINGUISTICS

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#### ABSTRACT

In the academic discourse, intertextuality is the universal principle of the academic text construction at the level of content since any text is linked retrospectively and prospectively with other research. According to the law of the knowledge continuity, each new academic text is connected with a complex mechanism that carries out the storage of knowledge as well as communication between the people who produce this knowledge. The interpretation of the text depends on the knowledge one has of other texts. The intertextuality activates the reader's knowledge stored in the memory while text recipients have to be armed with previous information to be able to understand the new texts.

Every text is inherently intertextual: it incorporates elements of other texts for a specific purpose. Intertextuality considers the text as a fabric or a network, a field where texts that come from very different discourses are crossed and ordered. The subject of the research is analysis of Spanish academic articles.

The methodological base of the research is leading to modern linguistics, discursive and communicative approaches. The topic of the investigation gets in line with trends in the development of modern linguistics in the context of a new scientific paradigm. The results demonstrate that in the academic discourse intertextuality is the universal principle to create a scientific text at the level of content since any text is retrospectively and prospectively linked to other research.

**Keywords:** Intertext, intertextuality, Spanish academic text.

#### Introduction

The history and background of the theories of intertextuality come from the following theoretical approaches:

1. Semiotics and the semiotic theory of culture based on the ideas about culture as a system of signs as well as about culture and text: Barthes in 1970, Bakhtin in 1979, Derrida in 1972 and Fairclough in 1970.

2. The theory of semiosphere dedicated to the philosophical conceptions of dialogism against monologism: Buber in 1950, Lotman in 1973.

3. The theories of the French literary theorists and philosophers who formed the transition to post-structuralism and studied the text as an open text system

produced in intertextuality: Barthes in 1970, Derrida in 1972, Genette in 1970 and Kristeva in 1967.

4. The investigations of the Russian formalists: Shklovsky in 1930, Tinianov in 1930, Tomashevsky in 1920 and the structuralists of different national schools: Jakobson in 1930, Riffaterre in 1970. The contribution of their literary scholarship lies in the fact that it focused sharply on the basic problems of literary criticism and literary study, first of all on the specificity of its object, that modified the conception of the literary work.

5. The extensive investigations of the problems of intertextuality from the literary and linguistic points of

view: Grivel in 1978, Jung in 1970 and Van Dijk in 1978.

Intertextuality has been recently studied in the texts of various communicative spheres, in particular, intertextuality in academic communication in different languages such as Russian, English, German, Spanish text.

### Materials and Methods

The material for the study was academic articles of Spanish scientists for the period from 2005 to 2019 with a total volume of 1,000 pages.

The academic text in this study is considered as a special type of text specially created in the process of carrying out scientific activities with the aim of storing, developing and transmitting scientific knowledge. It is characterized by such characteristics as informativeness, integrity, consistency, explicitness in the presentation of the material, connectedness, completeness, articulation and orderliness, which is manifested at the functional-substantial, communicative-pragmatic and linguistic-stylistic levels.

The methodological basis of our study are: discursive and communicative approaches; philosophical categories: 1) activity, within which the concept of the speech activity of a scientist stands out; 2) consistency, according to which the scientific picture of the world is reflected in the academic text; 3) theory of discourse.

### The concept of intertextuality

In order to work out the concept of intertextuality it is necessary to place special emphasis on that it is analyzed from different points of view.

There is a great variety of conceptions of intertextuality which in general terms can be summarized in two groups: *the broad approach*, where intertextuality is a universal property of the text, and *the narrow approach*, positing that it is a specific property functionally conditioned by different types of discourse.

The term intertextuality has its origin in the theory developed by Bakhtin on the dialogical or polyphonic utterance.

In 1967 Julia Kristeva published her article "Bakhtine, le mot, le dialogue et le roman" in which, starting from the ideas of M. Bakhtin on "others' words" and "dialogism" [1, p.76], she introduced the concept of intertextuality that up to date enjoys great popularity.

According to Julia Kristeva "any text is constructed as a mosaic of quotations and is the absorption and transformation of another text" [4, p.3].

Texts are inherently intertextual: they enclose elements of other texts for a specific purpose. Intertextuality considers the text as a fabric or a network, a terrain where texts that come from very different discourses are crossed and ordered.

There were two main concepts distinguished in the theoretical discussions on the topic of intertextuality [2, p.43]:

- the global model of poststructuralism, that considers any text like a part of a universal intertext, which conditions it in all its aspects;

- more precise structuralist or hermeneutic models, which find the concept of intertextuality to be restricted to conscious, intentional or marked references between a text or groups of texts. Both models have their own cognitive potential and their assumptions in terms of language theory, text theory and knowledge theory.

### Discussion

In the academic discourse, intertextuality is the universal principle of the academic text construction at the level of content since any text is linked retrospectively and prospectively with other research. According to the law of the knowledge continuity, each new academic text is connected with a complex mechanism that carries out the storage of knowledge as well as communication between the people who produce this knowledge. The interpretation of the text depends on the knowledge one has of other texts. The intertextuality activates the reader's knowledge stored in the memory while text recipients have to be armed with previous information to be able to understand the new texts.

On the surface of the scientific text the intertextuality has a set of markers capable of identifying the knowledge provided within the new scientific knowledge, and it is very important to point out that the academic discourse requires the use of explicit markers.

The methods of intertextual representation within the scientific text are the following:

1. Intertextual inclusions that reproduce the borrowed fragment on the surface of the new text structure - quotation (complete and reduced), indirect style, inclusion of "others' words" or combination of words:

*El Institute for Cultural Landscape Studies de la Universidad de Harvard dice que son "aquellos paisajes que han sido creados, usados, modificados o protegidos por las personas, desde los jardines históricos y los parques urbanos a las reservas para la conservación, los vecindarios, las granjas y los bosques"*

*Según Feynman, "Los principios de la Física, hasta donde yo puedo ver, no indican nada en contra de la posibilidad de que se puedan manipular cosas átomo por átomo"; simplemente era necesario con buscar y encontrar los métodos y las técnicas que permitieran llevarlo a cabo.*

The cited fragments are usually marked by the quotation marks, as well as by way of changing character font, italic type.

2. Intertextual inclusions that are references and do not reproduce borrowed fragments within the new text structure, but refer the reader to the source of information, to the previous pretext. Formal markers of references are parentheses, brackets, numbers of different registers, symbols:

*Sin embargo, la organización Mundial de Salud considera que el agua potable suele ser la principal fuente de nitrato en la dieta de lactantes (Mompo y Armentia, 1993).*

*Para Zhang y col.<sup>38</sup> la temperatura de irreversibilidad en láminas delgadas formadas por*

*partículas de níquel sigue una dependencia exponencial a campos bajos.*

3. Intertextuality may manifest itself by changing verbal system:

*Una vez expuesta la fotoresina se pasa al revelado sumergiendo la muestra en una disolución de revelado "developer" durante un minuto.*

In this case the marker of intertextuality is the verbal identity, i.e. usage of other verbal system. The formal marking of the quotation in the scientific text is obligatory whereas the marking of the references is obligatory only for its bibliographic variety.

In Spanish scientific text we observe citations, references, intercalations, inclusions in English, for example: *Esta técnica de deposición se conoce con el nombre de "spinner coating"*.

There are some English intercalations translated into Spanish:

*Esta fragmentación de la molécula principal se conoce como "cracking pattern", o fragmentación, que será el término utilizado en este trabajo». «Stragglings: Fenómeno de dispersión de energía de las partículas incidentes (en principio mono-energéticas), al interactuar con la muestra». «Resultan sumamente útiles las llamadas "scoring functions" o funciones transformadoras, obtenidas a partir del establecimiento de límites críticos y su correspondiente escala de calidad».*

English acronyms are observed in the texture of the Spanish scientific text, for example:

*Otros métodos también utilizados en la solidificación de óxidos, como EFG (Edge Defined Film Fed Growth) o Micro pulling down, utilizan crisol y extraen el fundido.*

There are some cases of English acronyms translated into Spanish, for example:

*Para los suelos agrícolas se ha definido la Capacidad de Carga de Metales Pesados (LCASHM: Load Capacity of Agricultural Soils for Heavy Metals) (Chen et al., 2001).*

Also in the Spanish structured texture there may be an English acronym expanded in English, for example:

*"Dichos trabajos conllevaron a la aparición de nuevas técnicas o al desarrollo de anteriores ya conocidas, tales como la Espectroscopia de Fotoemisión Resuelta en Ángulo (ARPES del inglés «Angle Resolved Photoemission Spectroscopy»)"*

Notable aspects of scientific terminology include the use of Latin terms, for example:

*Para la extracción del DNA genómico de D. melanogaster, D. simulans y D. mauritiana se utilizaron...*

Symbolic relations represent a variety of intertextual links in Spanish scientific texts being used different systems of symbols (signs), namely: formulas, diagrams, graphs, drawings, and so on [3, p.98].

Latin phrases and locutions are often used to navigate through the scientific text. For example, Et. Al (and others): when we quote a text with more than one author; Supra: Up; Infra: Down; Op. Cit: Citing work; Idem: the same; Ibid. = *Ibidem*, that means "in the same place".

### Conclusion

We may therefore conclude that intertextuality is the universal principle of the scientific text construction, which is connected retrospectively and prospectively with other research, has a set of intertextual markers and is open to a wide discourse space.

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