

Intertextuality as A Cognitive Category of The Text

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Received: 26 April 2025; **Accepted:** 22 May 2025; **Published:** 24 June 2025

Abstract: This article analyzes the importance, types, and applications of intertextuality in linguistics.

Keywords: Cognitive linguistics, linguoculturology, intertextuality, stylistics, semiotics, etc.

Introduction: Intertextuality is the generally accepted term denoting the interconnectedness and interrelatedness of texts. The term in 1966 was introduced by Julia Kristeva in her work "Semiotics: A Critical Science and/or a Critique of Science" (Kristeva, 1968). According to J. Kristeva every text is an intertext formed out of the previously constructed texts and which constitutes the basis of the next one, so the new text is thus viewed as part of the vast network of texts influencing one another.

The term itself has an intertextual meaning as it echoes the concept of polyphony introduced by Mikhail Bakhtin (Bakhtin, Mikhail M. *The Dialogic Imagination*. Ed. M. Holquist, tr. C. Emerson & M. Holquist. Austin, Tex./London: University of Texas Press. 1981). Bakhtin pointed out that polyphony reveals the existence of 'a plurality of independent and unmerged voices and consciousnesses'. The Russian theorist dwelt upon the dialogical essence of speech which implies that speech is based on the interlocutors' previous social, communicative experiences that help both encode and decode the intended message of the interlocutors' utterances. Thus, the very speech by its nature is intertextual as it refers to the previously usages of language, it is a multi-voiced set of experiences which help create new texts. Bakhtin locates the logic of the literary word.

There is not one accepted mainstream definition of intertextuality. Intertextuality is referred to as a unifying technique of text weaving by means of other texts in literary discourse. It is an attempt to analyze the plurality of distinct voices in the narration which interact with the reader's experience. The process of

reading appears to be the process of text interaction. The writer encodes the message referring to both external and cultural sources which are inferred by the reader with the help of his literary and cultural background. Consequently, while decoding the author's text the reader creates his own which is both a reflection of the author's original text and his personal background.

The divergence of opinions could be explained that the term of intertextuality is viewed in different ways. Some researchers refer intertextuality to a 'technique of allusion'; others consider it to be a 'part of the network of evaluative devices found in literary discourse, which works in complex ways to deepen the meaning of the text'. All of them support the idea that a text does not exist in isolation, moreover it cannot be decoded in isolation from the vast network of texts from where, it takes its origins and which help to get a better understanding of a text.

There are two approaches to the problem of intertextuality: broad and narrow. In a broad sense, which is mostly accepted in the theory of literature, any text is regarded as an intertext, which is defined as "a universal text" that reflects the world culture and history. As J. Kristeva claims «Any text is constructed of a mosaic of quotations; any text is the absorption and transformation of another» (Kristeva, 1980). Another well-known theorist R. Barthes, developing Kristeva's conception, asserts that "The text is a tissue of quotations drawn from the innumerable centres of culture...the writer can only imitate a gesture that is always anterior, never original" (Barthes, 1977). Accepting the assumption that neither text can be

regarded as original, he announced the “death of the Author”. However, this approach, as the researchers note, allows to study only the ways of interactions of different texts, not the text itself (Чернявская, 2009).

The narrow approach to the problem of intertextuality has been accepted in linguistics. Intertextuality in this view is understood as an explicit or implicit citing of other texts (Arnold I.V., Fateeva N.A.), as a mechanism of co-presence of two or more texts within one text which has an explicit reference to the other. In other words, the fragments of the precedent text are introduced into the recipient one with the help of certain codes – intertextual markers or signals. There are various kinds of intertextual inclusions: title, epigraph, quotation, plagiarism, imitation, antonomasia, allusion, repetition, etc. The text or its fragment containing any of these intertextual markers is regarded as an intertext, which on the one hand implies reference to the precedent text, on the other – becomes a constituent part of the recipient text.

Intertextuality is realized in several ways in a literary text. Valentina Şmatova states that ‘the search for intertextuality goes in different directions’ and delineates eight possible ways:

- the generic direction;
- stylistic devices as the underlying force of intertextuality;
- combination of visual and linguistic texts;
- translation intertextuality;
- parody intertextuality;
- incorporation intertextuality;
- many-voiced narration;
- global intertextuality.

As is indicated by some researchers there are six levels of intertextuality:

1. The text may draw on prior texts as a source of meanings to be used at face value. This occurs whenever one text takes statements from another source as authoritative and then repeats that authoritative information or statement for the purposes of the new text. In a U.S. Supreme Court decision, passages from the U.S. Constitution can be cited and taken as authoritative givens, even though the application to the case at hand may be argued. In the example discussed above, the title of the news article “The Weak Link” invokes and takes at face value the old adage that “a chain is only as strong as its weakest link.”

2. The text may draw explicit social dramas of prior texts engaged in discussion. When a newspaper story, for example, quotes opposing views of Senators,

teachers’ unions, community activist groups, and reports from think tanks concerning a current controversy over school funding, they portray an intertextual social drama. The newspaper report is shaping a story of opponents locked in political struggle. That struggle may in fact preexist the newspaper story and the opponents may be using the newspapers to get their view across as part of that struggle; nonetheless, the newspaper brings the statements side by side in a direct confrontation.

3. Text may also explicitly use other statements as background, support, and contrast. Whenever a student cites figures from an encyclopedia, uses newspaper reports to confirm events, or uses quotations from a work of literature to support an analysis, they are using sources in this way. In the example above, the reporters use the TIMSS and NAEP data to back up their assertion about troubles of middle schools.

4. Less explicitly the text may rely on beliefs, issues, ideas, statements generally circulated and likely familiar to the readers, whether they would attribute the material to a specific source or would just understand as common knowledge. The constitutional guarantees of freedom of speech, may, for example, lie behind a newspaper editorial on a controversial opinion expressed by a community leader, without any specific mention of the Constitution. The news article discussed above relies on the middle school mission “to attend to young adolescents’ social, emotional, and physical needs.” This phrase relies most directly on familiar discussions about how schools can serve the whole child, calls for schools and other institutions to deal with the problems of youth, and journalistic, academic, and policy presentations of school programs that succeed and fail. The statement more indirectly relies on common and oft-restated beliefs about the difficult transitions of adolescents as well as fictional, journalistically embellished, and honestly factual accounts of troubled youth and youth violence.

5. By using certain implicitly recognizable kinds of language, phrasing, and genres, every text evokes particular social worlds where such language and language forms are used, usually to identify that text as part of those worlds. This book, for example, uses language recognizably associated with the university, research, and textbooks. In the example above, paragraph by paragraph the news article moves us through the worlds of school and administrative policy, political contention, statistical analysis, and contentious policy debate.

6. Just by using language and language forms, a text relies on the available resources of language without

calling particular attention to the intertext. Every text, all the time, relies on the available language of the period, and is part of the cultural world of the times. In the example news report, the opening sentence relies on familiarity with the “middle grades” concept, which came out of the mid-twentieth century movement to create middle schools. It also relies on familiarity with the idiomatic phrase “feeling the squeeze” which had its origins in underworld language and then worked its way into sports and business.

Levels of intertextuality can be recognized through certain techniques that represent the words and utterances of others, starting with the most explicit:

1. direct quotation. Usually identified by quotation marks, block indentation, italics, or other typographic setting apart from the other words of the text. While the words may be entirely those of the original author, however, it is important to remember that the second author, in quoting the writing, has control over exactly which words will be quoted, the points at which the quote will be snipped, and the context it will be used in.

2. indirect quotation. This usually specifies a source and then attempts to reproduce the meaning of the original but in words that reflect the author’s understanding, interpretation, or spin on the original. Indirect quotation filters the meaning through the second author’s words and attitude and allows the meanings to be more thoroughly infused with the second writer’s purpose.

3. mentioning of a person, document or statements. Mentioning a document or author relies on the reader’s familiarity with the original source and what it says. No details of meaning are specified, so the second writer has even greater opportunity to imply what he or she wants about the original or to rely on general beliefs about the original without having to substantiate them, as the news reporters do with respect to proponents and critics.

4. comment or evaluation on a statement, text, or otherwise invoked voice. The reporters in the example above accept as truthful and definitive the TIMSS and NAEP studies, although they have been in fact criticized. They also see “the original concept undermined” and they pass judgment on curricula as “ill-defined.”

5. using recognizable phrasing, terminology associated with specific people or groups of people or particular documents. In the example article, William Schmidt criticizes middle grade math and science education by the phrase “an intellectual wasteland” that recalls Newton Minnow’s famous statement of the sixties calling television “a vast intellectual wasteland.” This echo not only evokes major public controversy over

educational issues, but also implicitly suggests that middle school education has no more value than television as an educational tool.

6. using language and forms that seem to echo certain ways of communicating, discussions among other people, types of documents. Genre, kinds of vocabulary (or register), stock phrases, patterns of expression may be of this sort. The reporters of the example article clearly are writing within the forms of journalism over public policy controversies. And as mentioned previously the language of that article brings us through worlds of educational planning, political movements, statistical evaluation, and policy controversy.

In summing up, the major points may be outlined:

- intertextuality as an essential property of the literary text is regarded as an implicit or explicit reference to other texts or events;
- the most frequently used signal of intertextuality is allusion, which serves to convey cultural information and activate knowledge structures related to history, literature, religion, mythology, etc.

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