The Problem of Intertextual in the Modern Era

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Abstract: In the academic discourse, intertextuality is the universal principle of academic text construction at the level of content since any text is linked retrospectively and prospectively with other research. According to the law of 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. 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.

Keywords: recipients, scientific paradigm, fabric, intertextuality.

Introduction. In the academic discourse, intertextuality is the universal principle of academic text construction at the level of content since any text is linked retrospectively and prospectively with other research. According to the law of 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. Intertextuality restored 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 an analysis of Spanish academic articles (Juvan, 2008) 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.

Intertextuality is one of the basic tendencies in text linguistics. The article presents a comprehensive study of the notion of intertextuality, its types, and learning in modern linguistics. As such types of intertextuality and their names are discussed in this article (Bloome, 2004).

Analysis and discussion. It is difficult to identify intertextuality if you don't have a wide knowledge of different texts. This is why you must be continually reading and expanding your bank of books, poems, films, and plays. Intertextuality is when a text implicitly or explicitly refers to another text, by using distinctive, common, or recognizable elements of the referenced text. An implicit reference is when the composer alludes to another text through ideas, symbols, genre, or style. An explicit reference is when the composer directly mentions, quotes, or references another text in their work. This helps shape meaning because all texts portray particular perspectives on issues or messages. So, composers refer to specific texts to enrich or extend their message.

Different types of intertextuality

There are many different types of intertextuality. All of them refer to texts in different ways to produce and shape meaning.

Allusion: A subtle or indirect reference to another text, historical period, or religious belief. (You can find a detailed explanation of this technique, here)

For example, T.S Eliot mentions a celestial rose in his poem Hollow Men', this rose comes from Dante's Paradiso. This is an allusion because he did not mention the composer. Parody: An imitation of another text for satirical purposes; usually to mock (Shastri, 2001).

For example, In Nineteen Eighty-Four, George Orwell has Winston read the political tract, theoryice of Oligarchical Collectivism', which is a parody of the communist revolutionist, Leon Trotsky's writing. Quotation: A direct reference to another text with an acknowledgment of its composer

For example, In Margaret Atwood's speech, Spotty Handed Villainesses, she quotes Dame Rebecca West, saying, "Ladies of Great Britain… we have not enough evil in us."Appropriation: A reworking or re-imagination of a well-known text to change, or extend its meaning.

For example, Marcel Duchamp's artwork, L.H.O.O.Q is an appropriation of Da Vinci's Mona Lisa. Duchamp took an image of Da Vinci's painting and drew a mustache on it. Adaptation: A film, TV drama, or stage play that is based on a written work (Woster, 2013).

For example, JK Rowling's Harry Potter series has a film adaptation.

Intertextuality in literature

The Lion, the Witch, and the Wardrobe by C.S. Lewis. This famous children's Read more novel was inspired by the story of Christ's crucifixion as well as broader narratives from the Bible. Despite this, readers often enjoy the entire series of books without realizing the intense connections Lewis included in his novel. Lewis uses the story of Christ's crucifixion and uses it to define Aslan and other characters. Here is a famous quote from the novel:

"It isn't Narnia, you know," sobbed Lucy. "It's you. We shan't meet you there. And how can we live, never meeting you?" "But you shall meet me, dear one," said Aslan.

"Are -are you there too, Sir?" said Edmund."I am," said Aslan. "But there I have another name. You must learn to know me by that name. This was the very reason why you were brought to Narnia, that by knowing me here for a little, you may know me better there."

The role Aslan plays in the children's lives is quite clearly demonstrated in these lines.

Intertextuality in linguistics

The academic text in this study is considered a special type of text specially created in the process of carrying out scientific activities to store developing and 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. 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.

Conclusion. In the academic discourse, intertextuality is the universal principle of academic text construction at the level of content since any text is linked retrospectively and prospectively with other research. According to the law of 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. 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, 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 academic discourse requires the use of explicit markers.

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