INTERTEXTUALITY IN SCIENTIFIC TEXTS

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ABSTRACT
The article reveals the concept of intertextuality as a prerequisite for new knowledge in a scientific text. Different forms of intertextuality are considered depending on the functions and goals of intertextuals in a scientific text. The mechanism of scientific intertextuality covers not only the process of generating a text (discourse), but also its perception, understanding and awareness by the addressee.

KEY WORDS: *intertextuality; intertext; functions and goals of intertext in a scientific text; mechanism of scientific intertextuality.*

DISCUSSION

Intertextuality is a property of the text, which, on the one hand, correlates with the premise of obtaining new knowledge on the basis of already known, verified knowledge, and on the other, with the result of the scientist's cognitive and creative activity. A number of notations of intertextual phenomena are used in linguistics: intertexts, metatext formations, secondary representation of content, secondary text, etc. These textual phenomena are actively studied today in connection with the manifestation of the main law of the development of language and thinking, which assumes "the accumulation of knowledge and the acquisition of new knowledge based on them"[Polubichenko 1991: 43]. Intertext is a product of secondary textual activity as a result of processes of secondary categorization of information, its new conceptualization and new representation.

Intertextuality means the interaction of texts (or their fragments) not only in terms of content, but also in terms of expression. It is a means by which "one text actualizes another in its internal space" [Chernyavskaya 2004: 49]. In this regard, intertextuality in a scientific text can be considered a special form of scientific knowledge that structures dialogue / polylogue with a certain semantic position. Intertextuality explains the fact that a scientific work in a "radial way" (term of V.E. Cherniavsky) - retrospectively and prospectively - is associated with other studies and acts as a kind of microtext in general scientific macrotext.

Intertext interaction is themed using a complex of specific signals, or markers, capable of identifying a scientific text in a new host context. Since all references to other people's ideas are usually clearly marked, and the boundaries of "one's own" and "another's" knowledge are clearly delineated, it can be stated that explicit markers of intertextuality are widely represented in the language of science: quotes, background links, indirect speech, footnotes, notes.

For different forms of intertextuality that reproduce a particular piece of knowledge, the modified / unmodified nature of borrowing is essential [Chernyavskaya 2004: 51]. Otherwise, it can be formulated as a problem of literal / non-verbal reproduction of someone else's speech. The concept of "literacy" is relative and determined by the creative nature of textual activity and the creativity of the scientist's consciousness, which correlates with the interpretation of primary knowledge.

In our opinion, intertextuality can be considered taking into account the transformation of text forms, the transformation of content (presence / absence of new content components), and also taking into account the function of the text (its genus-species transformations).

The study of a special type of texts - "compact texts", "compressed dense scientific texts" - has led

to the possibility of curtailing (condensing) content as a fundamental property of a scientific text.

This property was identified and theoretically presented in the research of L.S. Vygotsky, A.R. Luria, A.A. Leont'ev and continues to be developed in works on theoretical linguistics [Kobkov 1975, Alekseeva 1982, Novikov 2002 and others], functional style [Kotyurova 2003, Danilevskaya 2006, Girenko 2006, etc.]. From the arguments of A.A. Leont'ev, it is clear that the unity of the text lies in the ability of both the author and the reader to collapse and expand the content of the text, moreover, "when moving from one consecutive step to another, deeper", the text "each time preserves semantic identity for the recipient" according to the main semantic components , "Losing the marginal, optional, less important components" [Leontyev 1979: 47]. In turn, A.I. Novikova considers compressed stereotypic text units in connection with the study of mental formations that arise in the author's thinking as a result of awareness and serve as the starting point for the generation of new texts [Novikov 1998: 8]. Speaking about the compaction of a scientific text, we found it possible to differentiate the mechanism of compaction of the content of a scientific text and talk about three main stages of the cognitive process: 1) the attraction of entities (relatively stable characteristics) in accordance with the author's intention; 2) strengthening selected entities (terminated concepts), which is carried out through the establishment and explication of logical and semantic relations between them; 3) the connection (condensation) of binder filaments with "spasmodic" thinking, when between the concepts there are "wells", "gaps" that are overcome by the reflection of the author. To determine the density of scientific knowledge in a text means to develop it, to include it in the dynamics of conceptual transformations.

The appeal to intertextuality allowed us to consider this property as one of the forms of reformulation, or reinterpretation. This term arose and is actively used in French-language studies of the last decades: thus, paying tribute to cognitive science, N. Coco [Soso 2000] defines reformulation as the generation of a new utterance within the framework of a general scenario (frame). At the same time, the researcher emphasizes that, if we take the most generalized scenario as a basis, any statement can turn out to be a reformulation of all its predecessors, because all statements reflect the world and convey our idea of it. Therefore, in practical terms, in an effort to establish any formally objective markers of reformulation, scientists turn primarily to pragmatic signals (with the goal of concluding a "target agreement" with the addressee, or co-author), as well as to various citation indicators.

In the aspect of the problems we are considering, it is of interest to determine two axes of intertextual action: syntagmatic and paradigmatic [Ionova 2005]. The syntagmatic axis of intertextuality is formed by linear connections of works of a single text space and "consists either in appealing to ready-made verbal samples, or in including in the fabric of a new work such intects (the term of S.V. Ionova), such as allusions, precedent statements, quotes, etc. ., or in conjunction with other texts, relations of juxtaposition, juxtaposition (as a result of which supertext formations are created: collections of texts, cycles, etc.). The paradigmatic axis of intertextuality combines texts related to relations of productivity; these texts, which should be considered secondary texts, are based on the processes of secondary categorization and secondary conceptualization of the content of the source text [Ionova 2005: 8-9].

In our opinion, the concept of intertext is not identical to the concept of context - test "introductions" of various types. Intertexts and intexts can be contrasted as phenomena related to different aspects of the study of the text - paradigmatic and syntagmatic. Intext formations are placed in the fabric of another text, where they do not have the status of an independent structural unit, representing reduced forms of fragments of other texts:

The Internet develops the quality of an instructor in people. Moreover, this is characteristic not only for Russians, but also for Americans who are used to service, and for dominant Koreans, and for solid Chinese. So "both the proud son of the Slavs, the Finn, and now the wild Tungus, and a friend of the Kalmyk steppes" - all now find expression in the International Network [Orudzhev 2006: 22].

Unlike intertexts, intertexts, even in a compressed form, are independent works, while remaining derivatives of the source text, members of its "paradigm". See, for example, the text of the annotation of any scientific work.

Thus, studies by modern scholars show that the phenomenon of intertextuality is more complex than just the stylistic method of referring to someone else's word. In the concepts of intertextuality, all types of intertextual relations are considered (inclusion, conjugation, juxtaposition, productivity, etc.). In our study, we will analyze intertext formations in accordance with a certain intention of the author. The combination of individual texts into a single speech product is carried out using a new concept set by the author. Reformulation in a scientific text can be aimed at strengthening, explaining, correcting the source text (discourse), etc. The connection between the two statements is established by the reformulating one to realize his

communicative intention. In this case, a new concept of the text is consciously formed and a new textual and conscious formation appears. The intertextual space, in which the intersection of the general, objective, and individual, subjectively realized, becomes a new reference point in the study of various functions of scientific intertextuality.

Various kinds of assessments presented in fragments of texts are carried out as the author's assessment of a fact (thought, idea, judgment) in order to confirm knowledge or, conversely, conflict with it. It is obvious that evaluation in the cognitive process of a scientist "polishes" an integral scientific concept.

Thus, our observations on the phenomena of intertextual interactions of various types allow us to conclude that the intertextual relations into which scientific texts enter have a different nature and form different systemic connections. Given the functions and goals of intertext in a scientific text, the author follows certain guidelines that allow him to abstract from secondary (background) knowledge and focus on the most essential. So, putting off in vocabulary, semantics of a conceptual form, this main thing becomes the property of the individual consciousness of the scientist as he assimilates knowledge and uses it as a means of thinking and communication.

From the above examples, it should be emphasized that transformations with a minimum degree of distortion of the primary text are formed mainly by means of the language extracted from the source text. Distortions of the highest degree are accompanied by a categorization of the text content of an extremely high level of abstraction. In this case, the author of the new text takes a metaposition with respect to the primary text and considers its content in terms of a wider structure (intertextual space, cultural space). The author leaves the limits of the source text, and the result of such a transition to the intertext space is the formation of exodiscursive texts (in V. Kokh's terminology) - text formations that cannot be obtained from the source text [Koch 1988: 163]. The metaposition occupied by the author of the new text in relation to the source text allows him to establish the place of the analyzed scientific work in the system of textual, social, cultural and scientific knowledge. This information forms the basis of "responsive" texts and defines them as new, original works that are not derivatives, secondary formations.

Thus, scientific intertexts are special texts: a) characterized by the interaction of scientific works of one textual paradigm; b) formed as a result of in-text and mental transformations of different types (secondary categorization and secondary conceptualization); c) the means of representation of which is vocabulary extracted from the source text (as a designation of thematic "nodes" of the new text).

The indisputable advantage of scientific intertexts is their communicative, interactive basis - the need to transform the source text in order to integrate it into one's own speech activity or activity of a different kind (educational, informational). Thus, the pragmatic aspects of the intertextuals fall into the scope of study [Tunitskaya 2008: 102]: referential-deixic (correlation of the original and rephrasing texts in the coordinates "I am here now"), illocutionary (goals of the perphrasing one), cultural and emotional-evaluative the distance of the perphrase and perphrase. The latter is especially significant given the possibilities of self-paraphrasing. That is why paraphrasing should be considered not only textual, but primarily a discursive phenomenon, if the text is considered as a carrier of information, and discourse as an instrument of influence on the addressee.

The mechanism of scientific intertextuality should probably take into account the semantic layering of the source text and the variability of its interpretations. It covers not only the process of generation, but also the perception, understanding and comprehension of the text by the addressee. Indeed, as the researchers of cognitive science rightly note [Gureev 2005], to the extent that peripheralization is purposeful, its author models the perception of the discourse by the addressee, more often than not, while in reality the uniqueness of decoding the discourse is not so obvious to the perceivers, not to mention given multidimensionality, or density, characteristic of scientific texts. It should be clarified that the ordinary reader unconsciously interprets the text unambiguously in accordance with the "script" proposed by the author, while the researcher consciously proceeds from the potential ambiguity of the discourse, offering various reading scenarios and comparing them. Thus, the researcher accepts the very possibility of paraphrasing and creating variants of one invariant text.

In the mechanism of the dialogic form of paraphrasing (replica of the interlocutor in the dialogue), first of all, the deixic component changes in the coordinates of "I - here - now." Accordingly, the cultural-cognitive and illocutionary components are modified, and the purpose of rephrasing requires a clear authorial attitude.

Thus, the formation of new knowledge in the text involves a "bilateral act of cognition-penetration," which means "the presence of a knowing subject and something knowable, which is not a mute thing, but another subject or the result of the activity of another subject" [Bakhtin 1974: 206]. It should be agreed with the scientist that "the text lives only in contact with another text ... Any understanding is the correlation of this text with other texts and rethinking in a new context. The stages of this movement of understanding: the starting point is

the given text, the movement back is past contexts, the movement forward is anticipation (and the beginning) of the future context" [Bakhtin 1974: 207]. The text always requires consideration of intertextuality, which evokes in the minds of both the scientist and the reader additional semantic associations that contribute to the expansion and deepening of the semantic boundaries of the scientific text.

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