

Intertextuality as a Linguistic Category

N. F. Qosimova, PhD

Associate professor, Bukhara State University, Translation Studies and Linguodidactics Department

Obloqulova Zarnigor Rashidovna

Bukhara State University, 2nd year master student in Comparative linguistics, linguistic translation studies

Abstract: *Text linguistics is a branch of linguistics that focuses on the meaning and interpretation of written textbooks. This type of linguistics deals with the ways in which a spoken word can make sense, both small and large. Textbooks serve two functions internal and external. This is considered in agreement with the introductory principles of textbook linguistics, so that intertextuality can be understood as an external function of the textbook. The conception of intertextuality is the study of the connections between different textbooks. In numerous cases it's necessary to study one or further textbooks to understand the purpose.*

Keywords: *Intertextuality, Interaction, Literature, Language, Genre, Form, Theme, Content.*

Introduction

The term “intertextuality” was proposed by Yulia Kristeva in 1966, and for her the conception of intertextuality replaces the conception of intersubjectivity because we don't convey the meaning directly from the pen to the anthology, but through agreement or filtering is increased canons conveyed to the pen and anthology through other textbooks. Intertextuality is the process of determining the meaning of a textbook through other textbooks. This can be the author taking and editing the former textbook or the anthology's reference. This type of writing eliminates the need for traditional authorship generalities. There are seven types of intertextuality in ultramodern linguistics.

Materials and Methods

The term “intertextuality” is deduced from the Latin word “intertextuality”, which means mixing during weaving. In her exploration, similar as “Word,” “Communication,” and “Novel,” Kristeva broke with traditional sundries of authorship and links to textbook, and all sign systems, from table to poetry, were organized in a preliminarily modified way. noted that reporting systems. There are several forms of intertextuality in linguistics 1) Modification. This type of intertextuality is characterized by a close connection between the former and posterior textbooks, while the alternate, indeed if separated from it, derives its identity from the first. 2) Restatement. Restatement translates textbook into another language, “translates” it, recreates it. The following textbook easily claims to be the same as the original; his main design is an etiological trip into himself or his interpretation. 3) Quotation. The quotation literally repeats the former textbook (in whole or in part) in the coming textbook. Citations can be defined else to identify the anthology, similar as typographical symbols, language negotiations, or the factual identification of the original author or textbook.

4) Sources. Original textbooks give plot, character, idea, language, or style for posterior textbooks. Reading and remembering the author manages a sale that may involve complex reproduction

strategies. 5) Terms and Configurations. Muses have constantly accepted and acclimated numerous formal and rhetorical conventions of classical, medieval, and international literature. For illustration, the dialogue between the tragedy, the chorus, the herald, the doxy and the nutrix, the Seneca conventions in minstrelsy and harangue attracted attention. 6) Stripes. They can appear in individual characters that act as a convention or can take wider and lower separate forms (e.g., a vengeance tragedy plays out in a game, goatherds sing in a estate). 7) Paralogs. Paralogues are textbooks that exfoliate light on the intellectual, social, religious, or political meaning of other textbooks. Unlike textbooks or indeed traditions, paralogues move horizontally and by analogy in speech, not vertically, through the author's studies or intentions.

Results and Discussion

Intertextuality is a complex erudite tool used in jotting. This is principally a textbook link within some textbook that reflects the textbook used as a link. Rather of using references from different erudite workshop, intertextuality relies on a conception, rhetoric, or testament deduced from other textbooks to be combined in a new textbook. It could be a retelling of an old story, or you could rewrite popular stories in a ultramodern environment, similar as James Joyce retelling the Odyssey in his veritably popular novel, Ulysses.

Although both terms are analogous, their meanings are slightly different because the sign is a short, terse reference that the pen uses in another story without affecting the story line. Intertextuality is grounded on a link to another textbook or a full story.

Exemplifications of intertextuality in the literature include

Example 1 Wide Sargasso Sea Jan picture.

In his new *The Wide Sargasso Sea*, Jean Reese collects some of the events that took place in Charlotte Bronte's notorious *Jane Eyre* novel. The thing is to tell scholars an indispensable history. Reese introduces Mr. Rochester's woman, who plays the little promoter in the *Jane Eyre* scene in this novel, in Jamaica rather of England, and the author develops the aft story of his promoter. As she transforms into *Jane Eyre*, she presents her own interpretation of the story, and Bronte addresses issues similar as the part of women, colonialism, and racism that aren't bandied else in her novel.

Conclusion

Having studied the ways of vocalization and restatement of the intertextuality in the erudite textbooks, we can conclude as follows

An external function of textbook linguistics is intertextuality. This conception is the study of the interconnectedness of different textbooks. In our exploration we used similar notion of intertextuality as the complex interaction between a textbook and other textbooks taken as introductory to the creation or interpretation of the text. In linguistics there are several forms of intertextuality inerrability and presumption. Inerrability refers to the "repetition" of certain textual fractions. Presumption refers to hypotheticals a textbook makes about its referent, its compendiums, and its environment.

References

1. Nafisa, K. . (2022). On Anglophone Borrowings in the Contemporary Russian Media. *Pindus Journal of Culture, Literature, and ELT*, 2(5), 158–163. Retrieved from <https://literature.academicjournal.io/index.php/literature/article/view/367>
2. Nargiza Savrievna Zokirova. (2022). THE FUNCTION OF COGNITIVE DOMINANTS IN THE TRANSLATOR'S DISCOURSE. *Conferencea*, 96–99. Retrieved from <https://conferencea.org/index.php/conferences/article/view/297>

3. Mehmonova, Y. (2022). LEXICO- GRAMMATICAL RESOURCES OF FUNCTIONAL EQUIVALENCE IN THE TRANSLATION OF TEXTS FROM ENGLISH INTO UZBEK. *Eurasian Journal of Academic Research*, 2(2), 349–353. извлечено от <https://www.in-academy.uz/index.php/ejar/article/view/1126>
4. Khaydarova, L. (2022). Classroom Activities that Best Facilitate Learning. *European Multidisciplinary Journal of Modern Science*, 6, 377–380. Retrieved from <https://emjms.academicjournal.io/index.php/emjms/article/view/415>.
5. Haydarova, N. (2022). Interdiscursivity and Intertextuality: Relation of Concepts. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz)*, 22(22). извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/7992
6. kizi, M.M.I. 2022. National-Cultural and Universal Features of Proverbs in English and Uzbek Languages. *Pindus Journal of Culture, Literature, and ELT*. 2, 5 (May 2022), 153–157.
7. Islomov, D. (2022). СТИЛИСТИКА ТУШУНШАСИ ТЎҒРИСИДА НАЗАРИЙ ҚАРАШЛАР ВА ТАҶЛИЛЛАР. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz)*, 12(12). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/6504
8. To'rayeva, F. S. (2022). Modality and Modal Verbs in German. *Eurasian Research Bulletin*, 8, 39-42.
9. Radjabov, R. (2022). Научные взгляды ученых на употребление термина «будущее». На славянском и персидском. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz)*, 16(16). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/7132
10. Fayziyeva, Aziza. "SHAXSIY RIVOJLANISHGA OID ASARLARNING LINGVISTIK XUSUSIYATLARI." *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz)* 8, no. 8 (2021).
11. Туйбоева, Ш. (2022). Простая конструкция предложения в узбекской и французской системной лингвистике. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz)*, 8(8). извлечено от https://journal.buxdu.uz/index.php/journals_buxdu/article/view/5813.
12. Tashpulatovich, B. M., & qizi, T. M. S. (2022). The Role of Translation in Intercultural Communication. *Central Asian Journal of Literature, Philosophy and Culture*, 3(6), 26-31. Retrieved from <https://cajlp.centralasianstudies.org/index.php/CAJLPC/article/view/374>
13. Fattoxovich, J. F. (2019). Psychology in teaching foreign languages. *Достижения науки и образования*, (8-3 (49)), 70-71.
14. Zokirovna, O. D. . (2022). On the Peculiarities of Simultaneous Interpreting. *Pindus Journal of Culture, Literature, and ELT*, 2(5), 170–180. Retrieved from <https://literature.academicjournal.io/index.php/literature/article/view/369>
15. Рабиева, М. (2022). Контекстуально-ситуативные и социо-коммуникативные принципы эвфемизма, ортофемизации и дисфемизации. *ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu.Uz)*, 8(8). извлечено от http://journal.buxdu.uz/index.php/journals_buxdu/article/view/5455
16. Baxtiyorovna, I. F. (2022). Sources of Linguocultures and Linguoculturological Field. *Central Asian Journal of Literature, Philosophy and Culture*, 3(6), 56-60. Retrieved from <https://cajlp.centralasianstudies.org/index.php/CAJLPC/article/view/379>
17. Olimovna, Narzullayeva Firuza. "Contrastive Analysis of the “Head” in English and Uzbek Languages." *Spanish Journal of Innovation and Integrity* 5 (2022): 410-413.

18. Nasriddinova, S. Z. (2022, April). CLASSIFICATION OF SYNTACTIC RELATIONS IN COMPOUND SENTENCES. In *International Conference on Research Identity, Value and Ethics* (pp. 121-123).
19. Nurullayeva, S. N. . (2021). The techniques of explicit grammar instruction. *Middle European Scientific Bulletin*, 12, 281-284.
20. Anvarovna, I. S. (2022). Stylistic Tools Intensifying Word Meanings in English Language. *Central Asian Journal of Literature, Philosophy and Culture*, 3(6), 52-55. Retrieved from <https://cajlp.centralasianstudies.org/index.php/CAJLPC/article/view/378>
21. Shakirov R. *Classification des homonymes dans la langue française*. – Éditions universitaires européennes, 2021.
22. Xafizovna, R. N. . (2022). Linguistic Politeness Theory Review: Yueguo Gu, Sachiko Ide, Shoshena Blum Kulka, Bruce Frasher and William Nolen, Hornst Arndt and Richard Janney. *Pindus Journal of Culture, Literature, and ELT*, 2(5), 145–152.
23. Nasilloeva, S. S. (2021). THE IMAGE OF A WOMAN IN A VICTORIAN NOVEL. *Web of Scientist: International Scientific Research Journal*, 2(12), 610-617.
24. Ubaydullayeva, Dilafroz, and Zubaydullo Rasulov. "Dealing with phonetic units in teaching pronunciation." Конференции. 2021.
25. Fayziyeva, Aziza. "LINGVOPRAGMATIKA TARIXIGA NAZAR." ЦЕНТР НАУЧНЫХ ПУБЛИКАЦИЙ (buxdu. uz) 14, no. 14 (2022).