INTERTEXTUALITY AND INTERROGATIVE CONSTRUCTIONS IN UZBEK AND ENGLISH SCIENTIFIC DISCOURSE: A COMPARATIVE ANALYSIS

https://doi.org/10.70728/phil.v05.i03.037

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Abstract: Intertextuality is considered one of the fundamental characteristics of scientific discourse, reflecting the relationship between a new study and previous academic works. The present study investigates the functional features of intertextuality and interrogative constructions in Uzbek and English scientific texts. The research applies comparative linguistic analysis, discourse analysis, and contextual examination to identify similarities and differences in the use of citations, rhetorical questions, and question-answer constructions. The findings reveal that English academic writing tends to employ explicit citation systems and structured referencing models, while Uzbek scientific texts frequently demonstrate implicit intertextuality and generalized references. In addition, interrogative constructions in scientific discourse perform stylistic and communicative functions such as emphasizing research problems, directing readers' attention, and establishing an implicit dialogue between the author and the audience. The study contributes to the understanding of academic writing practices and provides methodological recommendations for improving scientific discourse in Uzbek academic writing.

Keywords: intertextuality, academic discourse, rhetorical question, scientific style, comparative linguistics, academic writing

Introduction. Scientific discourse represents a complex communicative system through which scholars present research results, interpret knowledge, and engage in intellectual dialogue with previous studies. One of the essential features of scientific discourse is intertextuality, which reflects the relationship between a new scientific text and previously produced academic works.

The concept of intertextuality was originally introduced in literary theory but later expanded to discourse analysis and linguistics. In academic writing, intertextuality manifests through citations, references, paraphrasing, and conceptual borrowing. These mechanisms enable researchers to situate their findings within a broader scholarly context and demonstrate the cumulative nature of scientific knowledge.

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Another significant stylistic device frequently used in academic discourse is the interrogative construction. Although scientific texts are traditionally associated with objectivity and neutrality, authors often employ rhetorical questions or question-answer structures to highlight research problems, attract the reader's attention, and guide the logical development of arguments.

In Uzbek scientific discourse, the use of intertextuality and interrogative constructions demonstrates certain distinctive features shaped by historical academic traditions, cultural communication norms, and the influence of oral discourse. English academic discourse, by contrast, tends to follow standardized citation systems and explicit argumentative structures.

Despite the growing number of studies devoted to academic discourse, comparative analyses of Uzbek and English scientific texts remain limited. Therefore, the present study aims to examine the functional characteristics of intertextuality and interrogative constructions in Uzbek and English academic writing.

The objectives of the research are as follows:

1. to analyze the role of intertextuality in scientific discourse;

2. to identify similarities and differences between Uzbek and English academic texts;

3. to investigate the communicative functions of interrogative constructions in scientific writing;

4. to provide methodological recommendations for improving academic writing practices.

Literature Review. The concept of intertextuality has been widely studied in linguistics, literary theory, and discourse analysis. Early theoretical foundations were established by Kristeva (1980), who introduced the idea that every text is a mosaic of quotations and transformations of other texts.

Later, Bakhtin (1986) emphasized the dialogic nature of discourse, arguing that every utterance is shaped by previous discourse and anticipates future responses. This perspective laid the groundwork for modern studies of academic discourse and citation practices.

In the field of academic writing, Hyland (2005) highlights the importance of citation practices as a means of constructing scholarly identity and positioning research within a disciplinary community. Similarly, Swales (1990) developed the concept of the research article genre and emphasized the role of intertextual rences in establishing research credibility.

Studies of rhetorical questions in academic discourse have shown that interrogative constructions function not only as syntactic structures but also as rhetorical devices that guide the reader through the argumentation process (Ilie,

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1994). Rhetorical questions may emphasize key points, introduce new topics, or create a persuasive effect.

In Uzbek linguistics, scholars such as Safarov (2006) and Abdurahmonov (1996) have examined the stylistic and grammatical characteristics of scientific language. Their works emphasize that scientific texts may include interrogative constructions that serve specific communicative purposes rather than simple information requests.

However, comprehensive comparative analyses of interrogative constructions and intertextuality in Uzbek and English academic discourse remain relatively scarce. This gap highlights the need for further research on the interaction between linguistic structure and academic communication in different linguistic traditions.

Methodology. The present study employs a qualitative comparative research design. The data consist of selected Uzbek and English academic texts drawn from scientific books, journal articles, and educational materials.

The research corpus includes approximately 50 fragments from scientific texts written in Uzbek and English. These fragments were selected based on the presence of intertextual references or interrogative constructions.

This method was used to identify similarities and differences between Uzbek and English academic texts.

Discourse analysis was applied to examine how interrogative constructions function within the broader structure of scientific argumentation.

Contextual examination allowed the researcher to interpret the communicative and stylistic functions of interrogative sentences.

The functional approach was used to determine the role of rhetorical questions and citation structures in scientific discourse.

Results. The analysis revealed several important findings regarding intertextuality and interrogative constructions in scientific discourse.

Both Uzbek and English scientific texts rely on previous research to construct arguments and establish credibility. However, the forms of intertextuality differ significantly.

English academic writing demonstrates:

- explicit citation practices;
- standardized referencing systems;
- precise attribution of ideas to specific authors.

For example, references are often presented through APA or other international citation styles.

In contrast, Uzbek scientific texts frequently demonstrate:

- generalized references;
- implicit citation practices;

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- conceptual references without detailed bibliographic attribution.

These differences reflect historical academic traditions and the gradual integration of Uzbek scientific writing into international academic standards.

The analysis shows that interrogative sentences play several important roles in scientific texts. Rhetorical questions are commonly used to highlight a research problem or emphasize an important theoretical issue.

For example:

- What factors influence the development of linguistic meaning?
- How can semantic structures be interpreted within modern linguistic theory?

Such questions do not require direct answers from readers; instead, they guide the logical development of the argument. Another frequent structure in scientific texts is the *question-answer pattern*, where the author poses a question and immediately provides an explanation.

Example:

What is the function of optical fibers outside telecommunications? Today, fiber technologies are widely used in medicine, engineering, and environmental monitoring.

This structure facilitates reader comprehension and improves the clarity of complex scientific explanations.

Interrogative constructions create a form of *implicit dialogue* between the author and the reader. Through rhetorical questions, authors simulate a discussion and encourage readers to engage actively with the text.

This dialogic effect enhances the communicative efficiency of scientific discourse and helps structure the progression of arguments.

Discussion. The findings suggest that intertextuality and interrogative constructions play complementary roles in scientific discourse.

Intertextuality ensures the continuity of scientific knowledge by connecting new research with existing academic traditions. At the same time, interrogative constructions enhance the rhetorical and communicative effectiveness of scientific texts.

The differences between Uzbek and English academic writing can be explained by several factors:

- historical academic traditions;
- educational practices in academic writing;
- the level of integration into international scientific communities.

In recent years, Uzbek academic writing has increasingly adopted international citation standards and structured argumentation patterns. This process contributes to the transparency and credibility of scientific research.

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Furthermore, rhetorical questions and question-answer structures appear to be valuable tools for presenting complex theoretical issues and guiding readers through scientific reasoning.

Conclusion. The study examined intertextuality and interrogative constructions in Uzbek and English scientific discourse.

The results demonstrate that:

1. Intertextuality is a fundamental characteristic of scientific texts.

2. English academic writing relies on explicit citation and referencing systems.

3. Uzbek scientific texts often display implicit forms of intertextuality.

4. Interrogative constructions perform important communicative and stylistic functions.

5. Rhetorical questions help establish an implicit dialogue between the author and the reader.

The research highlights the importance of developing systematic citation practices and effective rhetorical strategies in academic writing.

Future studies may focus on corpus-based analyses of scientific discourse and the development of methodological guidelines for improving academic writing in multilingual contexts.

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