

TEXTUAL WORLDS THROUGH THE LENS OF INTERDISCURSIVE TENSION

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In contemporary discursive theory, a text can be understood as a dynamic interplay of multiple discourses coexisting and interacting within the same cognitive and semiotic space. Each discourse is governed by a distinct discursive logic that determines how meaning is structured and articulated. The interaction of heterogeneous discursive logics produces interdiscursive tension, arising from the cognitive-pragmatic conflict between the ontologies of different discourse types.

Building on this theoretical assumption, the present study situates the concept of interdiscursive tension within the framework of Text World Theory (Werth, 1999; Gavins, 2007; Stockwell, 2002), aiming to explore how such tension influences the construction and interpretation of textual worlds.

As Semino (2014) explains, “When we read, we actively infer a text world ‘behind’ the text. (p. 1). The ‘text world’ is understood as “the context, scenario or type of reality that is evoked in our minds during reading and that (we conclude) is referred to by the text.” (ibid.). A text world constitutes a deictic space defined by the discourse itself through its deictic and referential elements (Werth, 1999, p. 51). These elements determine the parameters of such worlds by specifying time, space, participants, and objects (Werth, 1999, p. 52; Gibbons, 2019, p. 397). Shifts in these parameters, along with the use of negation and modality, may result in world-switches, leading to the construction of ontologically distinct text worlds (Gibbons, 2019, p. 397).

Deictic elements, including locatives, temporal adverbs, demonstratives, and motion verbs, establish the spatial and temporal coordinates of the text world (Gavins, 2007, p. 36). Referential elements, such as pronouns and definite noun phrases, identify participants and entities, activating readers’ cultural and experiential knowledge (Gavins, 2007, p. 36). Together, deictic and referential elements function as key world-building mechanisms that enable the cognitive and linguistic construction of text worlds. In the context of interdiscursive interaction, shifts in deictic or referential markers may signal transitions between different text worlds associated with distinct discourse types, thus revealing zones of interdiscursive tension where contrasting conceptual or ideological frameworks intersect.

The present study adopts a combined cognitive-stylistic and discursive approach to analyze interdiscursive tension within literary texts. Drawing on Text World Theory (Werth, 1999; Gavins, 2007; Stockwell, 2002), each discourse within the text is thought of as a distinct textual world, constructed through linguistic and narrative cues. The methodology comprises three stages: (1) identification of discourses, drawing on the prototype theory (see Ізотова, Жихарева, 2025); (2) modeling of textual worlds based

on deictic and referential elements; (3) analysis of interdiscursive tension arising from the contrasting ontological and receptive statuses of the discourses, which generates various cognitive-pragmatic effects. For example,

Everything, everything is turning and passing.

So Shaun thinks as he slips the postcard back in its pouch he feels like laughing at the question before him. How are we writing the future of humanity? We're not wring anything, it's writing us. We're windblown leaves. We think we're the wind, but we're just the leaf. And isn't it strange, how everything we do in our capacity as humans only asserts us more as the animals we are. ... We're a few fliny-strikes ahead of everything else, that's it. ...

When Chie goes this evening to check on the mice, as she always does, she sees on the monitor that a miracle has happened – they're flying in circles. It's taken them a week but they've eschewed the grids in their cage and found their space-legs and have learned to negotiate microgravity....

It's then that she feels upon her first complete closing grief. Not a stab or punch but something stealthy and suffocating, and she grasps the handrails and tries to breathe (Harvey, 2023, pp. 106–107).

In the highlighted fragment from Samantha Harvey's *Orbital*, interdiscursive tension arises as a result of the interaction of three types of discourse. These discourses are identified with reference to deictic markers, modality, and referential markers, which underlie the construction of distinct text worlds. Thus, reflective and philosophical discourse is realized through Shaun's contemplations on the human condition, expressed via metaphors ("windblown leaves"), reflective questions ("How are we writing the future of humanity?"), and inclusive deictics ("we"), which construct an abstract, conceptual text world. Scientific discourse emerges in the description of Chie monitoring the mice and their adaptation to microgravity. Deictic temporal expressions ("this evening"), precise referential nouns ("the mice"), and factual verbs ("found their space-legs", "learned to negotiate microgravity") create a concrete, empirical text world grounded in observable events. Emotive discourse is manifested in Chie's grief and embodied responses, with emotive verbs and adjectives ("complete closing grief", "stealthy and suffocating") and action-based deictics ("grasps the handrails"), constructing a text world that represents subjective, affective experience.

Thus, the convergence of these discourses, signaled by discourse shifts, creates interdiscursive tension because the reader is confronted with several text worlds that follow different epistemic and experiential logics. The reflective-philosophical discourse promotes abstract reasoning; the scientific discourse foregrounds empirical and factual understanding; and the emotive discourse elicits subjective emotional responses. The interaction of reflective-philosophical, scientific, and emotional discourses creates interdiscursive tension, resulting in two main effects: intellectual-emotional engagement and cognitive-receptive defocusing.

References

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ЦИФРОВІЗАЦІЯ НАВЧАЛЬНОГО ПРОЦЕСУ У ВИЩІЙ ШКОЛІ: ІНТЕРАКТИВНІ ОПИТУВАННЯ ЯК ЗАСІБ АКТИВІЗАЦІЇ ПІЗНАВАЛЬНОЇ ДІЯЛЬНОСТІ СТУДЕНТІВ

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У сучасному освітньому просторі, що постійно трансформується під впливом цифрових технологій та суспільних вимог, однією з ключових цілей вищої школи є не тільки передача знань, а й формування активної, самостійної та критично мислячої особистості майбутнього фахівця. Саме тому постає гостра потреба у впровадженні інноваційних, студентоцентризованих методик, які б перетворювали навчальний процес на захопливу та ефективну взаємодію всіх його учасників.

Традиційна модель навчання, у якій студент виступав переважно пасивним споживачем знань, поступово поступається місцем інтерактивній моделі, що передбачає активну участь здобувачів освіти у пізнавальному процесі. Головні відмінності від традиційних моделей навчання полягають в тому, що студент