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**CULTURAL TRANSFORMATION AND INTERTEXTUALITY IN
CONTEMPORARY ENGLISH CHILDREN'S LITERATURE**

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Abstract: *In contemporary English children's literature, cultural transformation and intertextuality function as interrelated processes. Intertextuality operates not merely as an artistic device but as a mechanism for preserving and transforming cultural meanings. This thesis provides teachers with theoretical and practical foundations for analyzing cultural shifts in children's literature and applying intertextual reading strategies in the classroom.*

Key words: *Cultural transformation, Intertextuality, literature, fantasy genre.*

Cultural Transformation: The Shift in Values and Ideology
Contemporary English children's literature has undergone significant ideological transformations from the classical period. While traditional fairy tales and didactic works portrayed the child as "a being who needs to learn," thereby serving to instill social norms, modern literature presents the child as an active subject. This shift is closely tied to changing conceptions of childhood.

This tendency is particularly evident in the fantasy genre. The difference between Tolkien's adherence to traditional hero archetypes and Rowling's adaptation of them to a modern social context is significant. Rowling reinterprets traditional archetypes in a psychologically deepened and socially contextualized form. This process demonstrates the modern interpretation of symbols and stories transmitted across generations through cultural memory.

Theoretical Foundations of Intertextuality.

The concept of intertextuality, developed by Julia Kristeva and Roland Barthes, emphasizes that every text is a "mosaic of citations" shaped by prior literary traditions and cultural discourses. In children's literature, intertextuality manifests on two levels: explicit references (e.g., the appearance of traditional fairy-tale characters in new contexts) and implicit structural interrelations (plot patterns, archetypes).

Perry Nodelman defines intertextuality as "the interrelationship of human language, language patterns, images, and meanings." Maria Nikolajeva and Carole Scott describe it as "all possible relationships between two or more texts," placing the reader's interpretation at the center.

Cultural Intertextuality and Translation

Translating children's literature presents particular challenges regarding cultural intertextuality. Belén González-Cascallana argues that decoding cultural markers is a more complex task for translators than semantic or syntactic difficulties. This is especially evident in texts intended for children, where the dual audience and multimodal character of the material must be taken into account.



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When English children's rhymes and fairy tales are intertextually transferred to other cultures, they are often reinterpreted in new contexts. In some cases, characters acquire new meanings through visual representations. This process requires balancing the preservation of cultural specificity with adaptation to the target culture.

Transmediation and Digital Intertextuality.

Contemporary children's literature is characterized by the phenomenon of transmediation: a single story is retold across various media formats (book, film, video game, interactive application). In this process, intertextuality takes on a new form. The relationships between different versions of a work are described as a "rhizomatic network"—a network in which each node can exist independently, yet the connections between them ensure depth of meaning.

Patrick Bazin's concept of "meta-reading" is important for understanding this process. Under conditions of digital media convergence, children learn to work simultaneously with various text types, images, sounds, and interactive networks. This develops new forms of literacy.

Practical Significance: Intertextual Reading Programs

Postmodern picture books serve as favorable material for developing intertextual reading strategies. In a study conducted in South Korea, an intertextual reading program was developed for primary school students. The program consisted of three stages: preparation, investigation, and extension.

The study results showed that students encountered difficulties in comprehending non-linear texts, but through collaborative work in small groups, they learned to construct textual meaning. They understood intertextual relationships between two texts and developed integrated thinking skills. This experience offers important methodological recommendations for teachers.

Methodological Recommendations for Teachers

Based on the above analysis, the following practical recommendations can be offered: Consider cultural context in text selection. It is necessary to identify intertextual references and to consider in advance how they will be received in the target culture. Develop intertextual reading strategies. Encourage students to see connections between different texts, and shape critical thinking by comparing and contrasting texts. Utilize transmediation. Enhance students' media literacy by comparing different media versions of the same story. Organize collaborative learning. Through group work, students participate in the joint construction of meaning and become aware of social interconnectedness.

Conclusion

In contemporary English children's literature, cultural transformation and intertextuality are complementary processes. Intertextuality functions as a means of preserving and transforming cultural meanings. For teachers, these concepts carry not only theoretical significance but also serve as an important methodological foundation for organizing the practical learning process. Through postmodern picture books and



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transmediation phenomena, it is possible to develop students' critical thinking, media literacy, and intercultural communication skills.

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