



THEORETICAL FOUNDATIONS OF THE LINGUOCOGNITIVE APPROACH IN THE STUDY OF CONSTRUCTION AND ARCHITECTURAL DISCOURSE

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ABSTRACT

This thesis examines the theoretical foundations of the linguocognitive approach in the study of construction and architectural discourse. The relevance of the topic is determined by the fact that professional communication in construction and architecture is based not only on terminology, but also on conceptual structures, mental models, spatial representations and professional categorisation. The linguocognitive approach makes it possible to analyse how specialists conceptualise buildings, space, design, structure, function, safety and aesthetics through language. The study shows that construction and architectural discourse reflects a specific professional picture of the world, where linguistic units are connected with cognitive frames, schemas, metaphors and domain-based knowledge. The thesis concludes that the linguocognitive approach provides an effective theoretical basis for interpreting professional discourse as a unity of language, cognition and specialised activity.

KEYWORDS: Linguocognitive approach, construction discourse, architectural discourse, professional communication, conceptualisation, cognitive frame, terminology, spatial cognition.

INTRODUCTION

Construction and architectural discourse represents a complex form of professional communication in which language serves as a means of describing, designing, regulating and evaluating the built environment. Architects, engineers, designers and builders use language to express technical parameters, spatial relations, functional solutions and aesthetic concepts. However, professional meaning in this sphere cannot be fully explained only through lexical or grammatical analysis. Behind each term and professional expression there is a system of knowledge that reflects how specialists perceive and organise reality.

The linguocognitive approach is important because it studies the connection between language and human cognition. From this perspective, discourse is not merely a sequence of words or sentences, but a verbal expression of mental structures. In construction and architecture, such structures include concepts of space, form, stability, proportion, material, load, safety and functionality. These concepts shape professional thinking and determine how specialists interpret design tasks and construction processes.

The purpose of this thesis is to reveal the theoretical foundations of the linguocognitive approach in the study of construction and architectural discourse and to define its significance for analysing professional language.

The study is based on theoretical analysis of works in cognitive linguistics, discourse studies, terminology and professional communication. The main methodological basis is the linguocognitive approach, which allows professional discourse to be interpreted through



conceptualisation, categorisation, metaphor, frame structures and mental representation. Discourse analysis is used to examine how professional meanings are organised in construction and architectural communication.

The comparative-analytical method is applied to identify the relationship between linguistic forms and cognitive content. The descriptive method is used to explain key theoretical categories, while generalisation helps to define the role of the linguocognitive approach in the broader system of linguistic research. The material includes typical professional concepts and expressions related to design, structure, space, construction materials and architectural planning.

The linguocognitive approach is based on the idea that language reflects the way people structure knowledge about the world. In construction and architectural discourse, this principle is especially significant because professional communication is strongly connected with spatial and technical cognition. When specialists use expressions such as “load-bearing structure”, “open space”, “functional layout”, “visual axis” or “structural stability”, they do not simply name objects. They activate complex mental models related to engineering logic, spatial organisation and professional experience.

One of the main theoretical categories of this approach is conceptualisation. In architecture, a building is not perceived only as a physical object. It is conceptualised as space for human activity, as an aesthetic form, as a technical system and as a social symbol. In construction discourse, the same object may be conceptualised through strength, safety, material composition and technological sequence. Thus, different professional participants may focus on different cognitive aspects of the same reality. The linguocognitive approach helps to reveal these conceptual differences.

Another important category is the cognitive frame. A frame is a structured knowledge model that organises information about a typical situation or object. In construction discourse, the frame of “building construction” may include design documentation, foundation, materials, structural elements, labour process, safety control and final inspection. In architectural discourse, the frame of “design project” may include concept, form, function, space, light, proportion and user experience. These frames determine how professional texts are produced and understood.

Categorisation is also central to the linguocognitive interpretation of professional discourse. Specialists classify objects according to their function, material, form, technical role and spatial position. For example, walls may be categorised as load-bearing, partition, external or internal; materials may be classified as natural, artificial, structural or decorative. Such categorisation is not random. It reflects the professional logic of the field and helps specialists make decisions during planning, design and construction.

Conceptual metaphor plays a significant role in architectural communication. Architecture often uses metaphorical expressions to describe abstract design ideas. A building may be described as “open”, “transparent”, “dynamic”, “light” or “organic”. These words transfer meanings from everyday experience to professional interpretation. In this case, metaphor is not only a stylistic device; it becomes a cognitive mechanism for understanding spatial and aesthetic qualities. The same applies to construction discourse, where expressions related to “support”, “load”, “balance” and “stability” may have both technical and conceptual meanings.

The linguocognitive approach also explains the importance of spatial cognition. Construction and architecture are fields where language is closely connected with visual and spatial thinking. Terms describing direction, position, proportion, level, axis and volume help specialists mentally construct objects before they are physically built. Therefore, professional discourse in this sphere is multimodal by nature: verbal explanations interact with drawings, plans, models and digital visualisations. The word and the image together form a complete cognitive representation.

The theoretical value of the linguocognitive approach lies in its ability to connect terminology with professional thinking. Traditional terminology studies often focus on the structure and meaning of terms. The linguocognitive approach goes further by asking how terms represent specialised knowledge. For example, the term “foundation” denotes a structural element, but cognitively it is connected with stability, support, beginning and reliability. Such analysis reveals deeper layers of professional meaning.

This approach is also useful for translation and bilingual professional communication. Construction and architectural terms may have formal equivalents in different languages, but their conceptual scope may not always coincide completely. A translator or specialist must understand not only the lexical meaning of a term, but also the cognitive model behind it. This is especially important in international projects, where misunderstanding of professional concepts may cause technical and communicative problems.

The linguocognitive approach provides a strong theoretical foundation for studying construction and architectural discourse. It makes it possible to analyse professional communication as a unity of language, cognition and specialised activity. Through concepts such as conceptualisation, cognitive frame, categorisation, metaphor and spatial cognition, this approach reveals how specialists organise and express knowledge about the built environment. The study shows that construction and architectural discourse is not limited to technical terminology. It reflects a professional picture of the world in which buildings, spaces, materials and structures are understood through specific mental models. Therefore, the linguocognitive approach is important for discourse analysis, terminology studies, translation, professional education and intercultural communication in the sphere of construction and architecture.

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