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INTERRELATION BETWEEN LOGICAL THINKING AND THE INTENSITY OF FOREIGN LANGUAGE ACQUISITION

Abstract.

The interrelation between foreign language learning and the process of logical thinking is examined. It is shown that successful acquisition of a foreign language is closely linked to logical thinking. It is noted that in modern society, the process of learning a foreign language provides an opportunity to broaden one's knowledge and horizons, establish dialogue, and improve subject-specific expertise. The components of logical thinking are analyzed—those which allow o

ne to comprehend, compare, evaluate, and generalize the information received in a foreign language. Specific examples demonstrate that logical thinking enables the construction of clear directions, the establishment of sequences, and the identification of patterns, all of which lead to successful language acquisition.

Keywords: logical thinking, language analysis, memory, thought, foreign language.

Xülasə.

Xarici dil öyrənmə ilə məntiqi düşüncə prosesi arasındakı qarşılıqlı əlaqə araşdırılır. Xarici dilin uğurla mənimsənilməsinin məntiqi təfəkkürlə sıx bağlı olduğu göstərilir. Müasir cəmiyyətdə xarici dil öyrənmə prosesinin bilik və dünyagörüşünü genişləndirmək, dialoq qurmaq və fənn üzrə ixtisaslaşmanı artırmaq imkanı yaratdığı qeyd olunur. Xarici dildə alınan məlumatı dərk etmək, müqayisə etmək, qiymətləndirmək və ümumiləşdirmək bacarığını təmin edən məntiqi düşüncə komponentləri təhlil olunur. Konkret nümunələr göstərir ki, məntiqi düşüncə aydın təlimatların qurulmasına, ardıcılığın müəyyən olunmasına və qanunauyğunluqların aşkarlanmasına şərait yaradır ki, bu da dilin uğurla mənimsənilməsinə gətirib çıxarır.

Açar sözlər: məntiqi düşüncə, dil analizi, yaddaş, düşüncə, xarici dil.

Аннотация.

Рассматривается взаимосвязь между изучением иностранного языка и процессом логического мышления. Показано, что успешное овладение иностранным языком тесно связано с логическим мышлением. Отмечается, что в современном обществе процесс изучения иностранного языка предоставляет

возможность расширить кругозор и знания, установить диалог и углубить профессиональные компетенции. Анализируются компоненты логического мышления, позволяющие понимать, сравнивать, оценивать и обобщать информацию, полученную на иностранном языке. На конкретных примерах показано, что логическое мышление способствует формулировке чётких инструкций, установлению последовательностей и выявлению закономерностей, что в свою очередь ведёт к успешному овладению языком.

Ключевые слова: логическое мышление, языковой анализ, память, мышление, иностранный язык.

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Introduction

The process of learning foreign languages is closely interconnected with the study of philosophy, psychology, physiology, pedagogy, and several other sciences. When exploring the characteristics of foreign language acquisition, this list should also include the relationship between the development of speaking skills and logical thinking.

Logical thinking refers to the process through which a person uses concrete and clear concepts. It is logical thinking that allows one to make decisions by applying and analyzing acquired skills and experience.

The ability to think logically is the capacity to identify the main idea, determine interconnections, and draw conclusions. This process enables us to objectively assess reality and articulate our thoughts more effectively. To clearly define the relationship between logical thinking and the intensity of foreign language acquisition, it is first necessary to identify the main types of logical thinking.

Problem Statement.

The components of logical thinking include the following: comparison, analysis, synthesis, abstraction, and generalization. To determine the extent to which these logical operations facilitate more effective foreign language acquisition, each of these processes should be considered both individually and in connection with foreign language study.

Learning a foreign language is a rather complex process, as learners must develop skills that are in constant interaction with the linguistic system of their native language. This interaction inevitably influences the outcomes of the learning process, particularly in the early stages. The main directions of foreign language acquisition are: perception, comprehension, memorization, and prediction. Logical thinking provides a foundation for comparison and a better understanding of material. The essence of comparison lies in identifying similarities and differences between objects. Considering the fact that learners of a foreign language already have extensive knowledge of their native language, they will naturally create comparative characteristics of both languages. This process of determining differences and

similarities not only clarifies the boundaries between languages but also provides a necessary basis for properly perceiving the foreign language. In this way, the studied language ceases to be alien or inexplicable.

By comparing language phenomena, we can always observe that in some cases they are similar, while in others they differ significantly. The recognition of linguistic objects as similar or different depends entirely on which parts or properties are considered significant at a given stage. When we compare, we primarily identify those features that have the greatest importance in determining patterns of the studied language. This process allows us to systematize knowledge and establish sequence.

The next link in the chain of logical thinking is **analysis**. This mental operation breaks down a complex object into its components or characteristics. When studying any object, its complexity and the inability to understand its parts is a serious obstacle. From this, we can conclude that by breaking the whole into parts, one can find a starting point—simple concepts—and begin studying the language by progressing "from simple to complex."

By analyzing the foundations of the language, learners better understand its structure and how to express thoughts using linguistic material.

The Interrelation of Logical Thinking and the Intensity of Foreign Language Acquisition.

From the above, it is important to emphasize the connection between analysis and the next stage of logical thinking—**synthesis**—since synthesis is the mental process of moving from a condition to a requirement. Synthesis mentally reconstructs the whole from the analytically identified parts. These two operations work together and contribute to deep understanding; that is, the parts highlighted during analysis can become subjects of independent, more detailed study. Thus, by first separating and then reconstructing the whole, we gain more insight into the structure and patterns of the language.

At each of these stages, it is necessary to monitor the acquired knowledge, which eventually forms long-lasting skills.

The link between logical thinking and the intensity of foreign language acquisition would be incomplete without comparison to other parameters of logical thinking, such as **abstraction** and **generalization**.

Abstraction is a mental operation based on focusing on essential properties and connections of an object while ignoring non-essential ones. This enables learners to devote more attention to specific aspects of the language necessary for achieving their learning goals more efficiently and effectively.

Thus, in the language-learning process, abstraction allows learners to focus on what is necessary at a particular stage, depending on the specific objective. In class, situations are built in a way that encourages students to engage in dialogue that

reflects personal interests rather than abstract topics, and to understand the necessity of using certain linguistic tools.

As for **generalization**, this mental process ensures consistency in cognitive activity.

Generalization is characterized by the grouping of objects and phenomena based on shared features. While learning a language, students receive information that requires reflection and practical application. Only through in-depth analysis and generalization of acquired knowledge can material be fully retained. Generalization enables the establishment of logical connections and reevaluation of what has been learned. When studying new language features, it is essential to integrate them into the existing knowledge system and establish connections between previously acquired skills and new material. In this sense, generalization allows for the systematization of knowledge.

Considering the above, it is worth noting that the intuitive use of language, which often leads to certain mistakes, should gradually be replaced by a consistent, logical approach. This is the primary purpose of applying logical thinking in the language-learning process.

Logical thinking skills enable learners to understand previously covered material and apply it competently in practice.

All types of logical thinking are generally used by every person, and therefore determining the interrelation between logical thinking and the intensity of foreign language acquisition helps build clear pathways, improve the learning process, establish sequences, and identify patterns that ultimately lead to successful language learning. It is well established that the acquisition of a foreign language is closely connected to the specific cognitive abilities inherent in an individual. For instance, individuals with perfect pitch often find it easier to perceive a foreign language due to its melodic nature. Those with high levels of endurance and concentration tend to memorize expressions and vocabulary more effectively, while individuals with strong logical reasoning skills are more adept at understanding grammatical rules.

This study focuses on logical thinking as a fundamental tool for mastering the English language. It explores the core logical structures that individuals rely on to express their thoughts, and how these structures relate to the grammatical frameworks acquired during the learning process. Consequently, the sentences they construct in a foreign language often reflect a series of logical conclusions, such as:

- If I am forming a sentence in the future tense, I need to use the auxiliary verb *will*.
- If I am describing events that occurred in the past, I must use the main verb in the past tense.
- If I am focusing on actions taking place at the moment of speaking, I use the present continuous tense.

These types of constructions, built by language learners, represent precise logical models that are retained in memory as templates for forming grammatically correct sentences. This approach is widely used today, as it provides a foundational basis for practicing speech patterns in the study of foreign languages. Thus, a distinctive feature of individuals with strong logical reasoning is their ability to learn to construct grammatically accurate sentences more quickly than those who lack this cognitive trait.

Conclusion.

Logical thinking is applied in nearly all areas of human activity. Logic gives people the ability to draw conclusions and make objective judgments. This ability is effectively used in the process of language learning.

By engaging logical thinking, learners can choose the most effective approach for learning grammar patterns, think more clearly and efficiently, anticipate the meaning of spoken information, and express their thoughts more accurately in a foreign language. Knowledge of logic allows for the classification of language concepts by complexity, the specification of learned material, and the comparison of native and foreign languages to identify similarities and differences. Confident use of analysis and synthesis in language learning creates a solid foundation for understanding its structure. The processes of generalization and specification, using acquired knowledge, also help train memory. In this sense, the foreign language appears to learners as a logically complete system that is easier to learn. With this approach to language learning, common mistakes can be avoided, and the process of acquiring knowledge becomes more efficient. Language learning, in addition to knowledge and skills, should also bring joy, and only a well-designed method can produce the desired result. Based on the above, one can conclude that the interrelation between logical thinking and the intensity of foreign language acquisition is both reasonable and effective.

Literature

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