

# An Analysis of the Negative Conceptual Transfer of Chinese Language to Chinese Students' Learning and Use of Russian Sequences

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**Abstract:** As Chinese students learn and use Russian language more and more, the influence of Chinese on Russian language learning is becoming more and more obvious. Due to the different cultural contexts of Chinese and Russian, there are relative differences in language order, leading to the phenomenon of negative conceptual transfer from Chinese to Russian, and the negative transfer of Chinese language order brings learning obstacles to Chinese students' learning of Russian. In this paper, we discuss and analyse the causes of negative transfer and propose corresponding learning strategies to help Chinese students learn Russian by discussing the concept of negative transfer and combining it with the current problems of Russian language use.

**Keywords:** Language transfer, Negative transfer, Language order, Russian-Chinese comparison.

## 1. Introduction

For human beings, there are fixed rules of usage in our language system, and the differences in the logic and composition of usage between the various types of languages produce different differences. Chinese students learning Russian are faced with a completely different language system from Chinese for grammar, vocabulary, and listening [1]. Therefore, Russian beginners have to integrate themselves into a new language system and form new linguistic habits. From this point of view, learning Russian is fundamentally about establishing a new linguistic system outside the Chinese system. For the establishment of such a new language system, the theory of language transfer is of great importance, and it is very significantly reflected in the learning of Russian.

## 2. The Development and Influence of Language Transfer Theory

### 2.1. Influence of language transfer theory

Although research on language transfer has been ongoing for a long time, it is not easy to provide a precise definition of the impact of language transfer. There are a large number of researchers and learners who have very different, and even somewhat misunderstood, understandings of language transfer. Swayed by behavioural psychology, people tend to equate language transfer with the influence of the native language on learning a foreign language and understand language transfer as the influence of the native language [2]. However, in fact, the learning process of a foreign language is inherently influenced by a variety of factors, of which the influence of the native language is only one part, and it is impossible to create a one-to-one correspondence between the foreign language and the native language. The influence of the mother tongue, or the first language, on the foreign language, the first language, is that the student is unconsciously familiar with the grammatical rules of his or her mother tongue, and when he or she starts learning the second language, he or she naturally nests these rules in the

new language [3]. For example, children who have started learning a foreign language before the age of twelve do not have a distinct accent in their daily speech, but in most cases, when learning a foreign language starts after the age of eighteen, it is almost impossible for learners to avoid the phonological and grammatical influences of their native language.

For example: "After a day and a night of resuscitation, the patient finally came back to consciousness", such a wrong sentence is caused by the influence of the native language, because while "came back to consciousness" in Chinese means "пришел себя" in Russian ". Another example: "When the teacher walks into the classroom, the students have to stand", this sentence students omitted "get up", also because of the interference of the mother tongue, the Russian is "Студенты должны встать, когда заходит преподаватель" The problem is that native Chinese learners usually think of the Chinese expression in their minds before conceiving the Russian expression when expressing it in a foreign language, that is, they apply the grammatical order of their native Chinese to the Russian expression [4].

Language, as a carrier of culture, generally carries unique local ethnic characteristics. In the cultural differences between Russian and Chinese, the concept of vocabulary affects language transfer. For example, the Russian word "воздерживаться" means "to give up" and "to restrain" in Chinese. Some of the words in Chinese are very different from Russian, for example, "eldest uncle", "uncle" and "uncle" in Chinese can be used as "дядя" in Russian. The Chinese word for "cold" can be expressed as "насморк" and "простуда" in Russian, and "wash" in Russian, "wash" can be expressed as "стирать", "мыть", etc. Therefore, if Chinese students do not take into account the context of the text in the process of learning Russian, they are prone to negative conceptual transfer, which leads to incoherence in the language order.

### 3. Specific Phenomena of Negative Migration of Russian Sequential Concepts

#### 3.1. Research Methodology

This study analyses the close relationship between Russian-Chinese differences in language order and the phenomenon of negative Chinese migration through an in-depth analysis of Chinese students' learning errors caused by negative Chinese conceptual transfer at the level of language order in Russian language learning based on Kode's error analysis model. The paper is based on a data analysis method that combines quantitative and qualitative aspects and uses students' Russian language proficiency as a variable for comprehensive evaluation. The main points for determining the errors in order are two: the use of grammatical rules and the analysis of contextual rules. A comparative analysis of Chinese students' errors in Russian was carried out, and the errors were summarized according to their nature. The in-depth explanation of the errors will help students to understand the reasons for the errors and inspire them to learn Russian.

#### 3.2. Passive sentences

Passive sentences belong to the common grammatical category of Chinese and Russian verbs. The passive form of Russian passive sentences consists mainly of reflexive or passive verbs with *-ся*. The Russian passive sentence is an indicator of the action, and in this category the grammatical concepts of active and passive are identical in Russian and Chinese. Both Russian and Chinese use the word "what" to express the subject of a sentence, and use it to distinguish passive and active sentences, with the corresponding morphological markers. From the grammatical analysis of Russian and Chinese, passive and active sentences are determined by their morphological markers. In Russian, the passive form of the verb is used as the predicate of the sentence, which is consistent with the use of the preposition "to be, to call, to let" in Chinese grammar. Although the basic concepts of passive sentences in Russian and Chinese are the same, there are differences in the grammatical expression of passive meaning. Russian expresses morphological changes of words by grammatical means, while Chinese expresses them mainly by lexical means in relation to words, but both of them are expressions of morphological markers. Although both Russian and Chinese passive sentences can be determined by using morphological markers, there are some subtle differences between them, and the Chinese passive sentences are not exactly passive in the Russian order, which makes it difficult for Chinese students to learn Russian.

The difference between Russian and Chinese in the expression of passive meaning is mainly due to the presence of Russian and Chinese meaning passive sentences. In Chinese, the meaning of passive sentences is the same as in active sentences, where the subject is in the main position. In the Russian language, in most cases, the subject is also in the main position. However, there are also indefinite and impersonal forms of expressions of Russian meaning passive sentences, which are marked. The difference between Russian and Chinese in sense passive sentences causes Chinese students to be susceptible to Chinese sense passive sentences in Russian passive sentence order, resulting in grammatical errors, for example:

Мы знаем, что в учебе существуют трудности, но постепенно преодолевают.

(We know that there are difficulties in study, but gradually overcome.)

Мы знаем, что в учебе существуют трудности, но они постепенно преодолеваются.

(We know that there are difficulties in study, but they are gradually being overcome.)

Вечер откладывает много раз.

(The evening is postponed many times.)

Вечер не раз откладывается.

(The evening has been postponed many times.)

Трудность преодолела.

(The difficulty has been overcome.)

Трудность преодолели.

(The difficulty was overcome.)

#### 3.3. serial verb constructions

In Chinese, a linking verb is a grammatical structure consisting of two or more verbs or verb phrases in a subject. In the form of the Chinese conjugation, the former verb represents the action of the latter verb, thus carrying the meaning of the use of the gerund. In the linking structure, the Chinese verb is the same as the Russian adverb, and in the linking sentence the order of the two actions is expressed, indicating their sequential nature. Russian adverbs are similar to adverbs, lacking specific morphological changes, but they have the same lexical meaning and carry the same grammar as verbs. For example: Сидя на берегу, мы будем вспоминать детские годы. As a verb form possessing adverbial features, the object of the action indication of the Russian adverb should be the same as the subject of the verb indicated by the adverb. The confusion for Chinese students learning Russian is that the Chinese grammar does not have a way of using the adverb; in the Chinese grammar the verb can be indicated only by the verb and there is no third form of expression. Therefore, when Chinese students express Russian expressions of conjunctive relations, the lack of application of adverbial verbs and the influence of negative conceptual transfer in Chinese lead to the use of two verbs in parallel, instead of the meaning of adverbial verbs.

For example:

Отец вдохновляет меня добросовестно учить.

(My father inspires me to teach conscientiously.)

Отец, вдохновляя, побуждает меня добросовестно учить.

Мы приглашаем преподаватель вступить в наш новогодний вечер.

(We invite the teacher to join our New Year's Eve party.)

Мы приглашаем преподаватель на наш новогодний вечер.

(We invite the teacher to join us on our New Year's Eve.)

Мать требовала от меня поднялась сама.

(My mother demanded me to get up on my own.)

Мать требовала от меня, чтобы я поднялась сама.

(My mother demanded that I should get up on my own.)

#### 3.4. Word order

The study of word order has traditionally been a key issue in the field of phonological studies. In simple sentences, the grammatical role of Russian words is expressed mainly through morphological changes. The Russian language has a complex system of morphological changes, while the Chinese language is mainly characterized by changes in word order. In the construction of Russian sentences, real words are

presented in their own morphological changes. Therefore, the Russian word form plays a key role in word order. Since word order is relatively flexible, Chinese students tend to use it in a random way, ignoring the rules of it. However, the structure and meaning of sentences often change depending on the arrangement of Russian words, which affects later writing and communication. In Chinese, the morphological changes of words are not strictly regulated, and word order is the most important grammatical tool. Due to the linguistic differences between Russian and Chinese, there are also significant differences in the form of word combinations. The main reason for Chinese students' mistakes in Russian word order is that they are caused by word-by-word translation of the surface structure of Chinese into Russian in the process of learning. However, the inconsistency in the language structure and way of thinking between Russian and Chinese parties leads to the fact that Chinese students are often prone to errors in the process of arranging sentences in word order. In Russian, when a qualifying pronoun is used in conjunction with a possessive pronoun, an indicative pronoun, or a noun, the order of speech is such that the qualifying pronoun and the indicative pronoun are placed before the possessive pronoun and the possessive pronoun is placed near the noun. In Chinese, on the other hand, the possessive pronoun is the furthest from the noun, because it is placed before the qualifying pronoun and the indicative pronoun. The difference between Russian and Chinese in terms of possessive pronouns leads students to write sentences such as:

- 1.Его эта книга...  
Эта его книга...  
(This is his book...)
- 2.Наши все эти трудности...  
Все эти наши трудности...  
(All of our difficulties...)
- 3.Мое красивое платье...  
Красивое мое платье...  
(My beautiful dress...)

Moreover, unlike Chinese grammar rules, the direct complement of a sentence in Russian is near the dominant word, while the indirect complement is at a distance from the dominant word. However, if the indirect complement is a person and the direct complement is an object, the noun denoting the person is prefixed, while if the pronoun denotes a person, the pronoun is prefixed. The complex relationship between the position of direct and indirect complements in Russian often makes it easy for Chinese students to make mistakes.

For example:

- 1.Он купил часы меня.  
Он купил меня часы.  
(He bought me a watch.)
- 2.Я писала письмо другу.  
Я писала другу письмо.  
(I wrote a letter to a friend.)
- 3.Папа подарил компьютер мне.  
Папа подарил мне компьютер.  
(Dad gave me a computer.)

### 3.5. Avoidance

The avoidance phenomenon arises mainly because of the differences that exist between Chinese and Russian, which lead Chinese students to rarely use the correct language structures in the learning process. Learners who know the expressions in Russian may engage in deliberate avoidance

because of the linguistic norms of Chinese. The use of this structure by Chinese students decreases when the combination of structures in the Chinese grammar system is different from that of Russian, but increases if there are similarities between the two structures. In everyday learning, if there are different multiple expressions that can express the same idea, then learners tend to choose the one with a simple structure or one that is similar to Chinese. Such a choice tends to lead Chinese students to make errors in the use of words in Russian language learning, which affects the coherence of sentences. For example, Anna's eyes are small, which most students easily translate as у Анны маленькие глаза. But маленькие is an expression in Chinese Russian, and a more exact expression would be у Анны узкий глаза.

Due to the diversity of Russian vocabulary in use, combined with the cultural differences between the two countries. As a result, Russian grammar is difficult to be accepted by Chinese students, and the use of complex sequences is often excluded, resulting in a rather homogeneous sentence structure for Chinese students, and even confusing and illogical sequences.

## 4. Strategies for Solving Negative Migration of Russian Sequential Concepts

### 4.1. Abundant reading

Reading is an important means of strengthening students' ability to understand texts. Reading a large number of Russian texts strengthens students' features of word formation, understanding the overall inner structure of the chapter and the writing habits of Russian [5]. Many reading exercises allows to build logical thinking skills in Russian and to develop the ability to translate the language between Russian and Chinese. In the process of reading, students also learn about the cultural background of the Russian language, improve their sense of the Russian language, distinguish syntactic differences in the order of words, and gradually form Russian thinking and increase their confidence in learning Russian.

### 4.2. Developing a learning context

The history of human language skills in the learning process, students can also accumulate a certain amount of daily language materials in their practice life. In the process of language learning it is necessary to create a variety of spatial situations in which the Russian language is used to meet the basic needs of Chinese students in terms of everyday communicative skills [6]. Learners can also use Russian objects, pictures, wall charts, tape recorders, and other multimedia devices to teach situations. The combination of visual and audio learning environment makes it easy to understand and deepen the impression of the Russian language and strengthen the sense of listening to it.

### 4.3. Use of cultural contexts

Due to the differences in the national customs of different linguistic groups, it is possible that an objectively real cultural thing may not exist in another socio-cultural system, which means that each nationality has its own special language expressions. For example, traditional Chinese words such as "sugarplum", "mahjong", "taijiquan", "kung pao chicken", etc. are difficult to find a Chinese equivalent in Russian. There are also some words in the Russian vocabulary that do not

correspond to each other in Chinese, such as "capaφan" and "φeπp" [7]. In different historical contexts and national ideas, the same thing may contain different degrees of historical symbolism and can have different meanings, and Chinese students can deepen their understanding of the Russian language by studying Russian history and culture and using cultural associations.

## 5. Conclusion

In conclusion, according to the theory of language transfer, it can be observed that Chinese students often make a large number of language errors in the process of learning Russian, and many of these errors are caused by the different cultural backgrounds behind Chinese and Russian, as well as the huge differences in the grammatical usage patterns of the two languages, i.e., language transfer. These common errors are in fact legal. As the beginner progresses in the process of learning Russian and as the learner gradually develops a new linguistic system, these errors are gradually improved until the current language learning is corrected and a precise mastery and accurate expression of Russian can be achieved at a later stage.

In this paper, we take the migration theory in language as a theoretical guide, take the problems of Chinese grammatical habits in Russian language learning as the main observation point for Chinese students in the process of learning Russian, and make an in-depth analysis of the phenomenon of negative Chinese migration in Russian language learning, and by taking the main sequential problems of Chinese language in Russian language learning as the entry point, we propose the sequential errors that can be avoided in Russian language

learning in the future. The purpose is to bring new learning experiences to Chinese students and to improve their motivation to learn Russian.

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