



**2 БӨЛІМ.
ТІЛДЕРДІ ОҚЫТУ ӘДІСТЕМЕСІ****РАЗДЕЛ 2.
МЕТОДИКА ПРЕПОДАВАНИЯ ЯЗЫКОВ****SECTION 2.
METHODS OF TEACHING LANGUAGES**UDK 81'362
MRNTI 16.21.37[DOI: 10.52301/2957-5567-2025-4-1-114-125](https://doi.org/10.52301/2957-5567-2025-4-1-114-125)**Li Shirui***Al-Farabi Kazakh National University
Almaty, Kazakhstan* <https://orcid.org/0009-0006-0584-6023>
*email: lishirui3@gmail.com***M. Zhambylkyzy***Al-Farabi Kazakh National University
Almaty, Kazakhstan* <https://orcid.org/0000-0001-5153-6372>
*email: marina.zhambyl@gmail.com***THE PRONUNCIATION TRANSFER OF RUSSIAN PHONEMES AND
SYLLABLES AMONG STUDENTS FROM SOUTHEAST CHINA**

Abstract. This article focuses on the analysis of pronunciation transfer in the acquisition of the Russian language by Chinese students. The research examines the phonemes and syllables of both Russian and the Southeastern Chinese dialects. In this study, we investigate the general pronunciation biases in Russian and the related pronunciation issues among students from Southeast China, while also compiling relevant information and data on Russian phonology and the phonology of Southeastern Chinese dialects. Using these data, we conduct comparative analyses to uncover pronunciation transfer and the causes of pronunciation biases influenced by the native language of Chinese students. The study concludes that many negative transfers occur in the Russian pronunciation of students from Southeast China, particularly regarding the pronunciation of consonant phonemes and syllables. However, some individual positive transfers also exist. The goal of this scientific study is to provide an effective guide for Chinese students to develop accurate Russian phonetic awareness, master proper pronunciation, and learn the correct articulation methods. Additionally, it aims to offer practical reference materials and new data for research in the field of second language acquisition, specifically in Russian.

Keywords: language transfer, Russian language acquisition, pronunciation biased errors, Chinese students, phonetic cognition.

Conflict of interests:

The authors declare no conflict of interest.

Article history:

Received: 04.12.2024

Accepted: 03.02.2025

Introduction

In recent years, more and more Chinese students have been studying abroad in Russian-speaking countries and learning Russian. This trend has emerged due to changes in the international situation and the rapid development of modern international trade. China, Russia, and the countries of the Commonwealth of Independent States (CIS) are strengthening international exchanges and cooperation in economic, educational, and other areas.

One of the most important aspects of learning Russian for foreign students is, of course, mastering spoken Russian. Pronunciation, words, and sentences are all the basic units of the language. However, as A.A. Reformatsky said, “sounds are the material signs of languages” (Reformatsky, 2004, p. 20). Pronunciation is the material foundation of language, making the acquisition of Russian phonetics particularly essential for learners. However, it is especially challenging for Chinese students to acquire Russian phonetics. Because Chinese and Russian belong to different language families, Chinese students often speak Russian with numerous pronunciation errors, leading to negative language transfer. This is an objective reality, and such negative transfer has posed significant challenges to Chinese students trying to master Russian pronunciation. Nevertheless, these objective difficulties can be overcome with subjective effort. The key to overcoming pronunciation difficulties lies in ensuring that students have a correct understanding of articulation and mouth-tongue positions. This highlights that the study of foreign language pronunciation transfer has become an urgent and innovative direction in current bilingual comparative linguistics research. Phonetics is a branch of linguistics that focuses on phonemes, syllables, accents, and intonation. The comparative phonetics of different languages has become a major area of research in linguistics. The study of Russian-Chinese comparative phonetics is particularly complicated because Chinese is an ideographic language, rather than a phonetic alphabetic language. Although Chinese uses a unified hieroglyphic writing system, there are many dialects with different pronunciations across regions (Zavyalova, 1996, p. 7). In this article, we analyze the transfer of Russian pronunciation among students from Southeast China. There are two main reasons for choosing this focus. First, a large proportion of Chinese students studying in Russian-speaking countries come from Southeast China. This is due to the fact that the coastal provinces in Southeast China have historically been hubs for international trade. Many Chinese people involved in international commerce abroad are from this region. For instance, in Kazakhstan, in addition to Kazakhs from China’s Xinjiang province, the largest group of Chinese students are from Southeast China, particularly from Canton, Fujian, and Zhejiang. It is also worth noting that the Chinese spoken by most overseas Chinese (particularly Cantonese and Hoklo) are dialects from Southeast China, especially in Asian countries and the United States. Second, students from Southeast China tend to make the most significant pronunciation errors when speaking Russian. Chinese and Russian belong to different language families, and the phonetic similarities between Chinese dialects from the Southeast region and Russian are particularly low. The pronunciation habits and tongue positions in these dialects are very different from those of the Russian

language. These Southeastern Chinese dialects primarily include Cantonese (also called Yue Chinese, spoken in Guangdong Province, Hong Kong, and Macao) and Hokkien (also known as Min Chinese, spoken in Fujian Province, Taiwan, and Hainan). There is a common belief in China that people from the Southeast have difficulty with phonetics because their dialects influence their pronunciation of even standard Mandarin Chinese. This is why people from the Southeast are often perceived as speaking less standard Mandarin compared to other regions. All of these factors demonstrate that the dialects of Southeast China significantly impact Chinese students' acquisition of Russian phonetics. To help Chinese students acquire fluent, natural Russian, and minimize the negative influence of their dialects on Russian pronunciation, we will analyze how the phonetic features of Southeast Chinese dialects affect the transfer of Russian pronunciation. Our aim is to provide practical insights to help Chinese students overcome the challenges posed by their mother tongue dialects and to contribute valuable information to the fields of bilingual contrastive linguistics and cognitive phonetics.

Material and methods

“Transfer” is a term from cognitive psychology that refers to the phenomenon in which learners use their existing knowledge and skills to acquire new ones. Language transfer specifically refers to the process in which learners attempt to express ideas using the phonology, vocabulary, and grammatical structures of their native language when learning a foreign language, especially through purposeful learning and intercultural communication. In brief, it is the influence of a person's knowledge of one language on their knowledge or use of another language (Jarvis & Pavlenko, 2008, p. 1). Therefore, our research focuses on phonological data regarding students' native languages and Russian, comparing and analyzing the phonology of these languages to identify the causes of transfer. The necessary research methods include contrastive analysis, investigative methods, descriptive methods, and exemplification methods. Firstly, an investigation into the Russian pronunciation errors of students from Southeast China will be conducted, focusing on related pronunciation cases of phonemes and syllables. This will help us obtain students' Russian pronunciation and understand their cognition of Russian phonology. Secondly, phonological materials from both Russian and the students' native languages will be gathered from online pedagogical sources and scientific literature. These phonological data will then be organized into tables for analysis in terms of equivalence and differentiation. Thirdly, the results of the bilingual comparative analysis will be verified and traced by examining actual cases of students' pronunciation.

The well-known linguist T. Odlin defines language transfer in his influential book “Language transfer: Cross-linguistic influence in language learning”, stating that: “the influence (on developing target language competence and production) resulting from similarities and differences between the target language and any other language that has been previously (and perhaps imperfectly) acquired” (Odlin, 1989, p. 27). His more recent book, “Explorations of Language Transfer” (Odlin, 2022, p. 69), provides a theoretical framework that guides this article. Since the development of language transfer research, many linguists agree that the first language (L1) can have a positive transfer effect on learners' foreign language knowledge due to the commonalities between languages. However, because each language also has its own cultural connotations and individual characteristics, the L1 often has a negative transfer effect on learners' foreign language knowledge. With the development of cognitive linguistics and cognitive psychology, language transfer has come to be viewed as a natural psychological phenomenon

generated by human cognitive processing, rather than a simple replacement of language habits, as behaviorism suggests. Therefore, research materials on language transfer, based on cognitive science and its methods, are a primary reference for this study. For instance, M. Pienemann examines transfer phenomena and explores the constraints of language transfer through the processability theory (Pienemann, 1998, p. 17), while G. Kasper introduced the concept of pragmatic transfer, emphasizing that pragmatic transfer can be viewed as a communicative or meta-pragmatic strategy for interlanguage speakers (Kasper, 1992, p. 201). In the 21st century, “Crosslinguistic influence in Language and Cognition” by S. Jarvis and A. Pavlenko became a milestone in the development of language transfer theory (Jarvis & Pavlenko, 2008, p. 32). Later, scholars began exploring the role of transfer in language acquisition from psycho-cognitive and structural linguistic perspectives. For example, “Microvariation in multilingual situations: The importance of property-by-property acquisition” (Westergaard, 2021, p. 385), “The role of native language phonology in the production of L2 contrasts” (Eckman & Iverson, 2013, p. 67) and “The acquisition of subject and object pronouns” (Slabakova et al., 2019, p. 42), all contribute to this line of research. Additionally, “A literature review of phonetic transfer” (Zhao, 2024, p. 319) provides valuable literature for this study. However, more relevant literature (i.e. literature on language transfer in Russian) is scarce. For instance, in Kazakhstan, although issues of language transfer in Kazakh-Russian have been explored in several studies, including N.Kh. Demesinova’s works: “Interference in Russian speech of Kazakhs: problems of Kazakh-Russian bilingualism” (Demesinova, 1988), “A literature review of phonetic transfer” (Demesinova, 1987). But the new research in the past five years has only been such as “On Negative Language Transfer in the Speech of Kazakh-Russian Bilinguals: Post-Soviet and Current Identities” (Zhabayeva, 2024).

In addition to the above theoretical and empirical materials, we focus specifically on the current work. Language transfer is generally divided into two categories: positive and negative. Negative transfer (i.e., biased errors) in foreign language pronunciation can be divided into two types: one that is harder to correct, and another that is easier to correct. The Russian phonetic transfer that is difficult to correct for Chinese students mainly involves phonemes and syllables. Therefore, this article focuses on analyzing the pronunciation transfer of Russian vowels, consonants, and syllables among students from Southeast China. The core research materials for this study include Russian phonological data and Chinese phonological data, specifically Russian phonemes and syllables, Cantonese phonemes and syllables, Hokkien phonemes and syllables, and voice recordings of Chinese students’ Russian pronunciation. Most of these data can be obtained from monographs such as “Phonetics and Phonology of Russian” (Sokolova, 2021, p. 16) and the Chinese Dialect Database. However, the actual cases of Chinese students’ Russian pronunciation, which are crucial for the comparative analysis, must be collected personally.

Results and discussion

As mentioned in the introduction, the dialects commonly spoken in southeast China are Cantonese (spoken in Guangdong Province, Hong Kong, and Macau) and Hokkien (spoken in Fujian Province, Taiwan, and Hainan Province). Therefore, we will compare Russian phonemes and syllables with those of these two dialects to analyze equivalence cases and then conduct pronunciation surveys. These surveys will help verify the findings with examples to reveal the transfer of Russian pronunciation through the dialects of southeast China and the causes behind it.

1. The transfer of Russian vowels pronunciation by the dialects of the Southeast China

Table 1. Vowel equivalence

Russian	/a/	/o/	/y/	/ə/	/ɤ/	/ɯ/
Cantonese	/a/	/ɔ/, /o/	/u/	/ɛ/	null	/i:/
Hokkien	/a/	/ɔ/, /o/	/u/	/ɛ/	null	/i:/

We analyzed the vowels and, upon comparison, found that the transfer of Russian vowels is similar in both Cantonese and Hokkien. Firstly, the Russian vowel /ɤ/ has no equivalent in these two dialects. In actual pronunciation, Chinese students generally substitute the Chinese compound vowel /ei/, which sounds similar to /ɤ/, leading to negative pronunciation transfer for commonly used words, such as personal pronouns like “мы” and “ты”. In addition to substituting /ei/, some students use /i:/ (the equivalent of /ɯ/). The reason for this transfer lies in the tongue positions of /ei/, /i:/, and /ɤ/: Chinese students move their tongues forward during pronunciation due to the influence of dialectal pronunciation habits and a cognitive gap regarding the Russian phoneme /ɤ/, which should be pronounced without moving the tongue.

Apart from /ɤ/, other Russian vowels have equivalents in Cantonese and Hokkien, although there are still some subtle differences. For instance, the Cantonese and Hokkien /ɛ/ does not open the mouth as much as the Russian /ə/, which is not a perfect equivalent but can be considered a relatively favorable positive transfer. Since there is no equivalent for this sound in Mandarin Chinese or most northern Chinese dialects, students from northern China often mispronounce Russian /ə/ as Chinese /ai/, leading to a negative transfer.

Similarly, the vowels /o/ and /y/ in Cantonese and Hokkien are not perfect equivalents of Russian /o/ and /y/. The difference lies in the mouth shape, as /o/ and /y/ in Cantonese and Hokkien have a smaller rounded mouth shape and a lower tongue position than the Russian equivalents. The bias is more pronounced among Hokkien students than Cantonese students, which is why Hokkien students often have a slight accent when pronouncing Russian /o/ and /y/. Fortunately, this transfer does not result in significant phonological differences in continuous speech and does not lead to lexical deviations, so it is not considered a major negative transfer. However, it remains important for students to practice the correct mouth shapes for these vowels in order to develop proper pronunciation habits.

2. The transfer of Russian consonants pronunciation by the dialects of the Southeast China

Table 2. Consonant equivalence

Russian	/б/	/в/	/г/	/д/	/ж/	/з/	/й/	/к/	/л/	/м/	/н/
Cantonese	null	/v/	null	null	null	null	/j/	/k/	/l/	/m/	/n/
Hokkien	/b/	null	null	/d/	null	null	null	/k/	/l/	/m/	/n/
	/п/	/р/	/с/	/т/	/ф/	/х/	/ц/	/ч/	/ш/	/щ/	soft cons.
	/p/	null	/s/	/t/	/f/	null	null	null	null	null	null
	/p/	null	/s/	/t/	null	null	null	null	null	null	null

(1) The common transfer of Russian consonants pronunciation by Cantonese and Hokkien:

a) As shown in the table above, there is no equivalent for Russian /з/ in Cantonese and Hokkien. Students typically pronounce this consonant as the Chinese consonant /dz/, resulting in negative transfer. Some students may even pronounce it as /s/ (the equivalent of Russian /c/), causing even more severe negative transfer and word misunderstandings, such as: *зам* → *сам*, *завал* → *совал*.

b) The equivalents of Russian /л/, /м/, and /н/ exist in both Cantonese and Hokkien as /l/, /m/, and /n/, which are very similar to Russian sounds. However, there are small differences in the tongue position during pronunciation. While this does not result in significant negative transfer, it is important for students to pay attention to these small differences and practice proper tongue positioning to ensure the most standard pronunciation of Russian.

c) Another common negative transfer observed in Cantonese and Hokkien, as in almost all Chinese dialects, is with the trill consonant /р/ and soft consonants. Since Chinese languages lack these sounds (a phenomenon known as linguistic lacuna), students often replace /р/ with /л/ or /r/ (which corresponds to Russian /ж/) and soft consonants by adding “и” (e.g., hard consonant + “и”). This not only hinders accurate pronunciation of Russian but also interferes with students’ ability to memorize Russian words and spellings correctly.

d) Cantonese and Hokkien lack the Russian velar consonants /г/ and /х/, but there are glottal fricatives /h/ and /ɦ/ in these dialects that sound similar to /г/ and /х/. As a result, Cantonese and Hokkien students may pronounce /г/ and /х/ as /h/, or sometimes even as /ɦ/, which represents a unique negative transfer from these dialects.

e) The Russian consonants /ц/, /ч/, and /щ/ are particularly challenging for Cantonese and Hokkien students since there are no direct equivalents in these dialects. However, Cantonese and Hokkien do have the consonant /ts^{hi}/, which lies somewhere between the Russian /ц/ and /ч/. Additionally, the consonant /si/ exists, which lies between Russian /c/ and /щ/. In actual pronunciation, students often incorrectly pronounce Russian /ц/ and /ч/ as /ts^{hi}/ and /щ/ as /si/. Some Mandarin Chinese speakers, influenced by the positive transfer of Mandarin /c/ (which corresponds to Russian /ц/), are able to pronounce /ц/ correctly but end up pronouncing /ч/ as /ц/.

f) Cantonese and Hokkien, like most southern Chinese dialects, do not have the concept of retroflex sounds, so the actual pronunciation of Chinese retroflex consonants in Cantonese and Hokkien is transformed into the paired blade-alveolars. For example, the pair of Chinese Mandarin consonants /sh/-/s/ (the equivalent of Russian /щ/-/c/) is pronounced in Cantonese and Hokkien as /s/-/s/. This linguistic phenomenon leads to Cantonese and Hokkien students mispronouncing Russian retroflex consonants /щ/ and /ж/, resulting in negative pronunciation transfer. For example, “шум” becomes “сум”, and “цаша” becomes “саса”. However, irregularly, the negative transfer of /ж/ does not occur as /з/: although /ж/-/з/ are paired consonants in Russian, /з/ has no equivalent in Cantonese and Hokkien. Students therefore pronounce /ж/ as /dz/ (see the analysis of /з/ above).

(2) The individual transfer of Russian consonants pronunciation by the Cantonese:

a) Cantonese causes a typical negative transfer for consonants /б/ and /д/, with Cantonese students incorrectly pronouncing these two voiced consonants as their voiceless counterparts, /п/ and /т/ (i.e., /p/ and /t/). It is important to note a characteristic case of cross-linguistic phonology: in Mandarin Chinese and most Chinese dialects, there are no true voiced consonants, or they can be understood as lacking voiced consonants in the traditional sense. Thus, the definition of voiced and voiceless consonants in modern Chinese differs from that of

Russian. The distinction between voiced and voiceless consonants in modern Chinese refers only to aspirated and unaspirated sounds (Lin Yen-Hwei, 2007, p. 19). If voiced consonants are judged by Russian phonetic standards, voiced consonants in modern Chinese are actually voiceless. This phenomenon results in difficulties for most Chinese students in pronouncing Russian voiced consonants, often pronouncing them incorrectly as voiceless, for example: “*da*” as “*ma*” and “*баба*” as “*nana*”.

b) The consonant /v/ (i.e., the equivalent of the Russian consonant /в/) no longer exists in most Cantonese-speaking regions, as well as in Mandarin Chinese. Despite this unfavorable linguistic condition, Cantonese students are generally able to recognize and acquire the pronunciation of /в/, and no significant negative transfer occurs. This is because Cantonese and Mandarin Chinese both have consonants /f/ and /w/, and in everyday conversation, many Chinese speakers are influenced by the pronunciation of /f/, sometimes pronouncing /w/ as /v/ by naturally biting their lips. Nowadays, the Mandarin pronunciation norm defaults to pronouncing /w/ as /v/, which is also considered correct.

c) There is an individual negative transfer of /ж/ by the Cantonese: Cantonese students often fail to pronounce /ж/ correctly, they pronounce /ж/ as /й/ or /dz/, resulting in serious negative phonetic transfer and even ambiguity of the word, for example, “*жюль*” as “*юль*” or “*дзюль*”, “*жарко*” as “*ярко*” or “*дзарко*”. The reason for the negative transfer /ж/ as /й/, needs to be explained by the case of pronunciation evolution in Chinese dialects: for example the Chinese character “*如*”, “*如*” is pronounced as /ru/ (/жу/) in Mandarin Chinese (Mandarin Chinese /r/ = IPA /ʐ/ = Russian /ж/), whereas in Cantonese there is no equivalent of /r/, then the Cantonese consonant /j/ (Cantonese /j/ = Russian /й/) is used to replace the function of /r/, so the character “*如*” is pronounced as /jyu/ (/юй/) in Cantonese, which causes the bad habit of pronouncing /ж/ as /й/.

And the other one, the reason for the negative transfer /ж/ as /dz/ has already been analyzed in the section (1).

d) As mentioned earlier, the Cantonese consonant /j/ is equivalent to the Russian consonant /й/, which is a significant positive transfer for Cantonese speakers. While Mandarin Chinese and other Chinese dialects have a similar phoneme /i/ to Russian /й/, and other Chinese students can acquire /й/ through /i/, the phoneme /i/ is always a vowel and is not as intuitive. Cantonese /j/ is an intuitive consonant equivalent to Russian /й/.

(3) The individual transfer of Russian consonants pronunciation by the Hokkien:

a) Miraculously, the transfer of Russian /б/ and /д/ by Hokkien speakers is positive. However, this is a relative conclusion: unlike Mandarin, Cantonese, and most other Chinese dialects, Hokkien retains some features of Old Chinese, including two true voiced consonants /b/ and /d/. Therefore, Hokkien students have an advantage over other Chinese students in learning the Russian consonants /б/ and /д/. However, it is important to note that the Hokkien /b/ and /d/ are not exactly equivalent to Russian /б/ and /д/: the former have a lower degree of voicing, and at times, Hokkien /b/ and /d/ sound like semi-voiced consonants, i.e., they lie between voiced and voiceless consonants. Hokkien students still need to correctly recognize the Russian /б/ and /д/ and practice correct pronunciation.

b) There is individual negative transfer of the Russian labiodental fricatives /в/ and /ф/ by Hokkien speakers: the equivalents of /в/ and /ф/ (i.e., /v/ and /f/) do not exist in Hokkien. Due to a dialectal pronunciation habit of replacing Mandarin /f/ with /h/, Hokkien students often mispronounce Russian /в/ and /ф/ as /w/ and /h/. However, there is a special case in areas where Hokkien is spoken near Cantonese-speaking regions: in these areas, a bilabial fricative /Ф/ exists, which, though different from the Russian

labiodental fricative /ф/, can aid students in acquiring the correct pronunciation of Russian labiodental fricatives /в/ and /ф/ with appropriate labial adjustments.

c) There is also an individual negative transfer of /ж/ by the Hokkien. As we described about the transfer of Russian consonants by the Cantonese in the section (2): the character “如” is pronounced as /ru/ (/жу/) in Mandarin Chinese (Mandarin Chinese /r/ = IPA /z/ = Russian /ж/), whereas in Cantonese there is no equivalent of /r/, then the Cantonese consonant /j/ (Cantonese /j/ = Russian /й/) is used replace the function of /r/, so the character “如” is pronounced as /jyu/ (/юй/) in Cantonese, which causes the negative transfer of pronouncing /ж/ as /й/. The same phenomenon also exists in Hokkien: there is also no equivalent of /r/, but unlike the solution in Cantonese, the consonant /l/ is used replace the function of Mandarin /r/, that is, for example, the character “如” is pronounced as /lu/ (/лу/) in Hokkien, which causes the negative transfer of pronouncing /ж/ as /л/.

And the other transfer of pronouncing /ж/ as /dz/ in Hokkien is also detailed in Section (1), will not be analyzed again.

d) The equivalent of the Russian consonant /й/ do not exist in Hokkien, but the pronunciation of /й/ is easy to cognize. Hokkien students usually understand it as the short vowel /i/, so although there is no equivalent, it does not result in negative transfer.

3. The transfer of Russian syllables pronunciation by the dialects of the southeast China

By summarizing the syllabic structural features of Cantonese and Hokkien, listening to dialectal phonological data, and investigating southeastern Chinese students' actual Russian pronunciations, we have analyzed some general transfers of Russian syllables pronunciation by the dialects of the southeast China. Firstly, we will recount the negative transfer:

(1) The syllable structure of the Chinese language group is characterized by compound vowels, of course the syllables of Cantonese dialect and Hokkien dialect also have compound vowels. Examples: /au/, /iu/, /uai/. However, there are no compound vowels in Russian syllables. This involves a linguistic knowledge that modern language typology divides languages into two types according to their phonemic features: vowel type – vowel phonemes account for 1/3 to 1/2 of the total number of phonemes in the language, such as Chinese, English, etc.; consonant type – consonant phonemes account for 2/3 or more of the total number of phonemes in the language, such as Russian, Arabic, etc. Therefore, when pronouncing words with multiple vowel letter affixes, Chinese students often mistakenly syllabicate these words, which results in negative phonetic transfer. For example, *диалект* [ди-а-лект] → [диа-лект] → *дялект, виола* [ви-о-ла] → [вио-ла] → *вёла*.

(2) In Cantonese and Hokkien words, there are very few consonant affixes, but a lot of open syllables, usually followed by vowels after a consonant. Therefore, Southeast Chinese students will be influenced by dialectal pronunciation habits and unconsciously add vowels after consonants, which cause mispronunciation and even affect the grammatical correctness of the words. For example: *клуб* → *клуб, хлеб* → *халеп, член* → *член, брать* → *бурать, вашем* → *вашему*.

(3) When in the previous paragraph we analyzed the transfer of the consonants /ц/, /ч/, /с/, /ш/ and /щ/, found that Cantonese and Hokkien students have a serious negative transfer for these consonants, they incorrectly pronounce /щ/ as /si/, /ш/ as /s/, /ц/ and /ч/ as /ts^{hi}/, and they could not even distinguish between /ц/ and /ч/, /с/ and /ш/. As a result, when they pronounce syllables consisting of these consonants, negative transfer also

often occurs, for example: *тридцать* → *тридчатъ*, *учиться* → *уциться*, *мешать* → *мещать*. Moreover, because of their confusion in distinguishing /c/, /ш/ and /si/, they often have a misunderstanding in listening to some words, e.g., “*шесть*” as “*сестъ*”, “*дышать*” as “*тысячи*”, “*цадить*” as “*садить*”.

Of course, there are syllabic features in Cantonese and Hokkien that have positive transfer effects on acquisition of Russian phonetics:

(1) Many Chinese students from other regions often have pronunciation difficulties and phonological biases in the Russian closed syllables, but in contrast, Cantonese and Hokkien students are hardly affected by negative pronunciation transfer. This is because the syllables of modern Chinese are characterized by the fact that they rarely end in consonants, for instance, in Mandarin Chinese and most Chinese dialects only two types of closed syllables ending in /n/ and /ŋ/. However, Cantonese and Hokkien are special in that they have retained many features of Old Chinese pronunciation, in addition to closed syllables ending in /n/ and /ŋ/, there are also other closed syllables ending in consonants such as /m/, /p/, /t/, /k/ and the like. This means that the equivalents of Russian closed syllables exist in Cantonese and Hokkien. Therefore, Cantonese and Hokkien students have good phonetic habits in the pronunciation of closed syllables, and have a great advantage over other Chinese students in understanding and acquiring the correct pronunciation of Russian closed syllables.

(2) In Cantonese, there are exist some syllables with the form “/consonant+i/” (e.g., /fi/, /si/, /ci/, /gi/, /ki/), which is a favourable positive transfer for Cantonese students to pronounce Russian syllables “/consonant+и/”, it makes them fortunate to avoid the problems that most other Chinese students have in acquiring syllables “/consonant+и/”, especially such as /фи/, /ви/. Because consonants /f/, /g/, /k/ in Mandarin Chinese and most other Chinese dialects cannot be combined with /i/ to form syllables, and it seems that there are exist syllables such as /si/, /ci/ and /shi/ in Mandarin Chinese or other Chinese dialects, but in fact their pronunciation equivalents are /c/, /ц/ and /ш/, not /си/, /ци/ and /ши/. Therefore, a common negative transfer of Russian pronunciation among Chinese students from other areas is the mispronunciation of words consisting of syllables such as /фи/, /ви/, /си/, /ци/, /ши/, etc. For example: “*филе*” as “*феиле*”, “*свет*” as “*свейт*”, “*сидеть*” as “*сеидеть*”.

Conclusion

Through contrastive analysis, we compared the phonemes and syllables of Russian and Southeast Chinese dialects, as well as actual pronunciation data from Southeast Chinese students learning Russian. Based on the observed errors and phonetic transfers, it can be concluded that the phoneme systems of Southeast Chinese dialects differ significantly from those of Russian, particularly with consonants, many of which lack direct equivalents. This difference makes it more challenging for students from this region to acquire Russian phonetics and leads to substantial negative transfer.

Therefore, students from Southeast China need to focus on actively identifying these linguistic gaps and learning the new mouth shapes and tongue positions required for accurate pronunciation. While some phonemes in Southeast Chinese dialects may sound similar to their Russian counterparts, there are subtle distinctions that need to be correctly identified and distinguished. Regular practice is essential for mastering these differences. Without such practice, students may develop an imprecise Russian accent.

Despite these challenges, certain features of Southeast Chinese dialects provide positive transfer advantages that are not found in Mandarin. By recognizing and leveraging

these advantages, students can better construct an effective cognitive system for Russian phonetics, which can stimulate motivation and lead to more efficient learning methods.

References

- Demesinova, N.Kh. (1987). *Leksicheskaya i morfologicheskaya interferentsiya v russkoy rechi kazakhov* [Lexical and morphological interference in the Russian speech of Kazakhs]. Alma-Ata: Nauka Kazakhskoy SSR. (in Russ.).
- Demesinova, N.Kh. (1988). *Interferentsiya v russkoy rechi kazakhov: problemy kazakhskorusskogo dvuyazychiya* [Interference in Russian speech of Kazakhs: problems of Kazakh-Russian bilingualism]. Alma-Ata: Nauka Kazakhskoy SSR. (in Russ.).
- Eckman, F., & Iverson, G.K. (2013). The role of native language phonology in the production of L2 contrasts. *Studies in Second Language Acquisition*, 35(1), 67–92. <https://doi.org/10.1017/S027226311200068X>
- Jarvis, S., & Pavlenko, A. (2008). *Crosslinguistic Influence in Language and Cognition*. New York and London: Routledge. <https://doi.org/10.4324/9780203935927>
- Kasper, G. (1992). Pragmatic Transfer. *Second Language Research*, 8(3), 201–231. <https://doi.org/10.1177/026765839200800303>
- Lin, Yen-Hwei (2007). *The Sounds of Chinese*. Cambridge: Cambridge University Press.
- Odlin, T. (1989). *Language Transfer: Cross-linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.
- Odlin, T. (2022). *Explorations of Language Transfer (Second Language Acquisition, Volume 144)*. Multilingual Matters. <https://doi.org/10.21832/9781788929554>
- Pienemann, M. (1998). *Language Processing and Second Language Development: Processability Theory*. Amsterdam: John Benjamins Publishing.
- Reformatskiy, A.A. (2004). *Vvedeniye v yazykovedeniye* [Introduction to linguistics]. Moskva: Aspekt Press. (in Russ.).
- Slabakova, R., Corbet, J., Dominguez, L., Dudley, A. & Wellington, A. (Eds). (2019). The acquisition of subject and object pronouns. In: *Explorations in second language processing and representation*. Cambridge: Cambridge Scholars Publishing, 42–107.
- Sokolova, A. (2021). *Fonetika i fonologiya russkogo yazyka* [Phonetics and Phonology of Russian]. Brno: Universitet im. Masarik. (in Russ.)
- Westergaard, M. (2021). Microvariation in multilingual situations: The importance of property-by-property acquisition. *Second Language Research*, 37(3), 379–407.
- Zavyalova, O.I. (1996). *Dialekty kitayskogo yazyka* [Dialects of the Chinese language]. Moskva: Nauchnaya kniga (in Russ.).
- Zhabayeva, S. (2024). On Negative Language Transfer in the Speech of Kazakh-Russian Bilinguals: Post-Soviet and Current Identities. *International Journal of Religion*, 5(10), 1203–1214. <https://doi.org/10.61707/axcstf95>
- Zhao, W. (2024). A literature review of phonetic transfer. *Journal of Education and Educational Research*, 10(3), 317–321. <https://doi.org/10.54097/wxda7h43>

Список использованной литературы

- Демесинова Н.Х. Интерференция в русской речи казахов: проблемы казахско-русского двуязычия. Алма-Ата: Наука Казахской ССР, 1988. 126 с.

- Демесинова Н.Х. Лексическая и морфологическая интерференция в русской речи казахов. Алма-Ата: Наука Казахской ССР, 1987. 116 с.
- Завьялова О.И. Диалекты китайского языка. Москва: Научная книга, 1996. 207 с.
- Реформатский А.А. Введение в языковедение. Москва: Аспект Пресс, 2004. 536 с.
- Соколова А. Фонетика и фонология русского языка. Брно: Университет им. Масарика, 2021. 84 с.
- Eckman, F. & Iverson, G. K. (2013). The role of native language phonology in the production of L2 contrasts. *Studies in Second Language Acquisition*, 35(1), 67–92. <https://doi.org/10.1017/S027226311200068X>
- Jarvis, S. & Pavlenko, A. (2008). *Crosslinguistic Influence in Language and Cognition*. New York and London: Routledge. <https://doi.org/10.4324/9780203935927>
- Kasper, G. (1992). Pragmatic Transfer. *Second Language Research*, 8(3), 201–231. <https://doi.org/10.1177/026765839200800303>
- Lin Yen-Hwei. (2007). *The Sounds of Chinese*. Cambridge: Cambridge University Press.
- Odlin, T. (1989). *Language Transfer: Cross-linguistic Influence in Language Learning*. Cambridge: Cambridge University Press.
- Odlin, T. (2022). Explorations of Language Transfer (Second Language Acquisition, Volume 144). *Multilingual Matters*. <https://doi.org/10.21832/9781788929554>
- Pienemann, M. (1998). *Language Processing and Second Language Development: Processability Theory*. Amsterdam: John Benjamins Publishing.
- Slabakova, R., Corbet, J., Dominguez, L., Dudley, A. & Wellington, A. (Eds). (2019). The acquisition of subject and object pronouns. In: *Explorations in second language processing and representation*. Cambridge: Cambridge Scholars Publishing, 42–107.
- Westergaard, M. (2021). Microvariation in multilingual situations: The importance of property-by-property acquisition. *Second Language Research*, 37(3), 379–407.
- Zhabayeva, S. (2024). On Negative Language Transfer in the Speech of Kazakh-Russian Bilinguals: Post-Soviet and Current Identities. *International Journal of Religion*, 5(10), 1203–1214. <https://doi.org/10.61707/axcstf95>
- Zhao, W. (2024). A literature review of phonetic transfer. *Journal of Education and Educational Research*, 10(3), 317–321. <https://doi.org/10.54097/wxda7h43>

Ли Шижуй, М. Жамбылқызы

Әл-Фараби атындағы Қазақ ұлттық университеті

Алматы, Қазақстан

ОҢТҮСТІК-ШЫҒЫС ҚЫТАЙДАН КЕЛГЕН СТУДЕНТТЕР АРАСЫНДА ОРЫС ФОНЕМАЛАРЫ МЕН БУЫНДАРЫНЫҢ АЙТЫЛУ ТРАНСФЕРІ

Аңдатпа. Мақала қытай студенттерінің орыс тілін үйрену барысындағы айтылым трансферін талдауға арналған. Зерттеу нысаны – орыс тілінің фонемалары мен буындары және қытай тілінің оңтүстік-шығыс диалектілері. Бұл жұмыста орыс тіліндегі жалпы айтылым ерекшеліктері және Оңтүстік-Шығыс Қытайдан келген студенттердің айтылымындағы байланысты мәселелер зерттелді, сонымен қатар орыс тілінің фонологиясы мен қытай тілінің оңтүстік-шығыс диалектілерінің фонологиясы бойынша тиісті деректер мен материалдар жинақталып, жүйеленді. Осы деректер негізінде қытай студенттерінің ана тілінің әсерінен туындаған

айтылым трансферін және айтылымдағы ауытқулардың себептерін анықтау үшін салыстырмалы талдаулар жүргізілді. Оңтүстік-Шығыс Қытайдан келген студенттердің орыс тіліндегі айтылымында көптеген теріс трансфер жағдайлары, әсіресе дауыссыз фонемалар мен буындардың айтылуында байқалатыны анықталды. Алайда оң трансфердің жекелеген жағдайлары да кездеседі. Ғылыми зерттеудің мақсаты – қытай студенттерінің орыс тілін дұрыс фонетикалық қабылдауын қалыптастыру, дұрыс айтылымды және артикуляция тәсілдерін меңгеру үшін тиімді ұсыныстар беру. Сонымен қатар, екінші тілді, атап айтқанда орыс тілін меңгеру саласындағы зерттеулер үшін практикалық анықтамалық материалдар мен жаңа деректер ұсынылды.

Түйінді сөздер: тілдік трансфер, орыс тілін меңгеру, айтылымдағы қателіктер, қытай студенттері, фонетикалық таным

Ли Шижуй, М. Жамбылқызы

*Казахский национальный университет имени аль-Фараби
Алматы, Казахстан*

ТРАНСФЕР ПРОИЗНОШЕНИЯ РУССКИХ ФОНЕМ И СЛОГОВ СРЕДИ СТУДЕНТОВ ИЗ ЮГО-ВОСТОЧНОГО КИТАЯ

Аннотация. Статья посвящена анализу трансфера произношения при изучении русского языка китайскими студентами. Объектом исследования являются фонемы и слоги русского языка и юго-восточных диалектов китайского языка. В работе были изучены общие особенности произношения в русском языке и связанные с ними проблемы произношения у студентов из Юго-Восточного Китая, а также собраны и систематизированы соответствующие данные и материалы по фонологии русского языка и фонологии юго-восточных китайских диалектов. На основе этих данных проведен сравнительный анализ с целью выявить трансфер произношения и причины отклонений в произношении, обусловленных влиянием родного языка китайских студентов. Установлено, что в русском произношении студентов из Юго-Восточного Китая существует множество случаев отрицательного трансфера, особенно в произношении согласных фонем и слогов. Однако также встречаются отдельные случаи положительного трансфера. Цель исследования заключается в том, чтобы предоставить эффективные рекомендации для формирования у китайских студентов правильного фонетического восприятия русского языка, овладения правильным произношением и способами артикуляции. Кроме того, были предложены практические справочные материалы и новые данные для исследований в области овладения вторым языком, в частности русским.

Ключевые слова: языковой трансфер, овладение русским языком, ошибки в произношении, китайские студенты, фонетическое познание

Authors' contributions

Li Shirui – conceptualization, data Curation, formal analysis, investigation, methodology, roles/writing – original draft.

Marina Zhambylkyzy – methodology, supervision, validation, writing – review & editing.

АВТОРЛАР ТУРАЛЫ АҚПАРАТ

Ахтаева Нағима Хабдрашитқызы, философия докторы, қауымдастырылған профессор, Әлкей Марғұлан атындағы Павлодар педагогикалық университеті, Гуманитарлық ғылымдары жоғары мектебі, Павлодар, Қазақстан. ORCID: <https://orcid.org/0000-0001-7004-4015>

Әбішева Сәуле Жүнісқызы, филология ғылымдарының докторы, профессор, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан. ORCID: <https://orcid.org/0000-0002-4497-0805>

Бақытжанова Алтын Қуанышбековна, филология ғылымдарының кандидаты, ҚР Президенті жанындағы Мемлекеттік басқару академиясы, Астана, Қазақстан. ORCID: <https://orcid.org/0000-0002-5305-8295>

Жамбылқызы Марина, PhD докторы, доцент м.а., Әл-Фараби атындағы Қазақ Ұлттық университеті, Алматы, Қазақстан. ORCID: <https://orcid.org/0000-0001-5153-6372>

Жарқынбекова Шолпан Құзарқызы, филология ғылымдарының докторы, профессор, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан. ORCID: <https://orcid.org/0000-0002-4160-6215>

Күдерінова Құралай Бимолдақызы, филология ғылымдарының докторы, профессор, А. Байтұрсынұлы атындағы Тіл білімі институты, Алматы, Қазақстан. ORCID: <https://orcid.org/0000-0001-5946-9397>

Кулиева Халида Пенах қызы, оқытушы, Сумгаит мемлекеттік университеті, Сумгаит, Әзірбайжан. ORCID: <https://orcid.org/0009-0000-0014-5451>

Ли Шижуй, докторант, Әл-Фараби атындағы Қазақ Ұлттық университеті, Алматы, Қазақстан. ORCID: <https://orcid.org/0009-0006-0584-6023>

Маралбек Ермұхамет, PhD, А. Байтұрсынұлы атындағы Тіл білімі институты, Алматы, Қазақстан. ORCID: <https://orcid.org/0000-0001-5954-8669>

Молдағали Мадина Бауыржанқызы, докторант, Абай атындағы Қазақ ұлттық педагогикалық университеті, Алматы, Қазақстан. ORCID: <https://orcid.org/0000-0001-8494-1497>

Овчинникова Александра Вадимовна, Ә. Марғұлан атындағы Павлодар педагогикалық университетінің магистранты, Павлодар, Қазақстан Республикасы, ORCID: <https://orcid.org/0000-0001-7793-6083>

Орынханова Ғибадат Аманжолқызы, филология ғылымдарының кандидаты, орыс тілі мен әдебиеті кафедрасының қауымдастырылған профессоры, филология факультеті, Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан Республикасы, ORCID: <https://orcid.org/0000-0003-1864-1802>

Өмірханова Шынар Әділханқызы, орыс тілі мен әдебиеті кафедрасының докторанты, филология факультеті, Қазақ ұлттық қыздар педагогикалық университеті, Алматы, Қазақстан Республикасы, ORCID: <https://orcid.org/0000-0002-5514-2810>

Сағындықұлы Бекен, филология ғылымдарының докторы, профессор, Әлкей Марғұлан атындағы Павлодар педагогикалық университеті, Гуманитарлық ғылымдары жоғары мектебі, Павлодар, Қазақстан. ORCID: <https://orcid.org/0000-0002-8311-2272>

Селиверстова Жанна Болатовна, PhD докторы, аға оқытушы, Л.Н. Гумилев атындағы Еуразия ұлттық университеті, Астана, Қазақстан. ORCID: <https://orcid.org/0000-0001-6686-3368>

Тілеулесова Ардақ Шайкенқызы, педагогика ғылымдарының кандидаты, қауымдастырылған профессор, С. Сейфуллин атындағы Қазақ агротехникалық зерттеу университеті, Астана, Қазақстан Республикасы, ORCID: <https://orcid.org/0000-0002-3471-6109>