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Настоящий сборник составлен на основе докладов участников XXXIV Международной научной конференции «Язык и культура». Представленные в издании материалы посвящены актуальным вопросам теоретического и прикладного языкознания и литературоведения, психолого-педагогическим и социокультурным аспектам преподавания иностранных языков, важным проблемам перевода и межкультурной коммуникации.

Для преподавателей высших учебных заведений, студентов, учителей школ, лицеев, гимназий и колледжей.

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формулировок учебных заданий. Этот этап гарантирует, что материал способствует постепенному развитию искомых знаний и компетенций студентов.

Верстка включает унификацию визуальных элементов, подготовку материалов к публикации или интеграции в цифровую образовательную среду университета. Технические правки обеспечивают согласованность форматов, удобство навигации и адаптацию для различных устройств.

В заключение искусственный интеллект открывает значительные возможности для преподавания английского языка как иностранного, однако его интеграция требует внимательного подхода. Необходимы согласованные определения ИИ и более детальные исследования его применения для конкретных задач в обучении и создании учебных материалов. Хотя ИИ обладает потенциалом для повышения качества образовательного процесса в вузе, его успешное внедрение потребует значительного повышения цифровой компетентности преподавателей и разработчиков программ.

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ANALYSIS AND RESEARCH OF METHODS OF EFL TEACHING IN THE CONTEXT OF INTERCULTURAL COMMUNICATION IN CHINA

Abstract. From China's reform and opening up to the proposal of the Belt and Road Strategy to the present day, with the increasingly close exchanges with other countries and the deepening of globalization, there has been a growing demand for international talents with intercultural communication competence and the requirements are getting higher and higher. English, as the most widely used language so far, EFL teaching at university plays a crucial role in the cultivation of intercultural communication competence in order to fully utilize its international communication function. Based on this background, combined with China's actual condition and the characteristics of globalization, EFL teaching methods in China in the context of intercultural communication are analyzed with the aim of cultivating compound talents with intercultural communication competence.

Introduction/ In 1959, Hall first used the concept of 'intercultural communication' in the book The Silent Language. Subsequent studies on the concept of intercultural communicative competence have been diverse, but to summarize the common parts of domestic and international scholars on this research are: cognitive, behavior and affective dimensions [1–3]; effective and appropriate communicative skills [4? 5].With the close interaction between country, English as one of the international common languages, then English teaching is an important way to cultivate compound talents with intercultural communication competence. According to Zhang Hongling, the cultivation of intercultural communicative competence should be regarded as 'the advanced goal of foreign language teaching'[6], as well as Gao Xiaochen pointed out that the improvement of intercultural communicative competence is an important part of higher foreign language education [7]. In fact, the movement towards intercultural understanding in language education has had many impacts on the way language is taught, which go beyond attempts to introduce additional elements in language education and involve a real integration of language, culture and interculturality in language teaching [8].This has fostered a rethinking of basic ideas about language, culture and the way they are taught [8]. In this article, according to the common parts of ICC concept, we will explore the use of intercultural communication scenarios in EFL teaching to find teaching methods that meets the needs of Chinese students.

Analysis of the current situation of intercultural communication competence cultivation in university EFL teaching in China. The cultivation of intercultural communicative competence in the process of university English teaching is an inevitable requirement for adapting to the development of the times [9], and is also in line with the needs of the development of socialism with Chinese characteristics, which mainly focuses on the cultivation of university students' ability to use English language and knowledge. Due to the influence of China's long-term examination-based education system and the erosion of other countries' cultures, foreign language education in China has been in a passive state. As a result, the practical teaching of foreign languages is relatively lacking, the cultivation mechanism of intercultural communicative competence is imperfect [9], teachers do not understand the importance of cultivating students' intercultural communicative competence [10],and teachers' own intercultural skills and knowledge are seriously insufficient, which makes students' intercultural awareness even more scarce. In addition, university English teaching materials fail to reflect real-time and localization, and there is irrationality in curriculum design [11]. To sum up, all these not only limit the improvement of the comprehensive quality of Chinese university students, but also go against the national development strategy and the needs of education reform, as well as do not meet the new requirements of individuals in the new era.

Exploration of EFL teaching methods in the context of intercultural communication in China. Based on the current situation of cultivating intercultural communication competence in EFL teaching, we analyse university EFL teaching methods in the context of intercultural communication in terms of cognitive, behavioural and affective dimensions and communicative dimensions. Firstly, in the cognitive dimension, the focus is on helping students understand the differences between different countries in terms of worldviews, values, ways of thinking, etc. It is also necessary to gain an in-depth knowledge of general cultures, specific cultures, and knowledge about various aspects of politics, economy, geography, history, humanities, religion, customs, etc., in China and other countries[3],in explaining this, Sun Youzhong puts special emphasis on discovering and understanding the superficial and deep differences and similarities between Chinese and foreign cultures (differences within the same and the same within differences) in comparative learning [12], the aim to help students cultivate intercultural awareness, in order to promote the students' sociolinguistic competence and intercultural communicative competence. Secondly, in terms of behaviour, it includes the

necessary comprehensive competence consisting of verbal communicative competence, non-verbal communicative competence, the ability to transform linguistic and communicative rules, and the ability to adapt to culture [13]. In the emotional dimension, it includes communicators' sensitivity to cultural differences, tolerance of different cultures, deep understanding of their own culture, and respect for other cultures [3], and we need to remove ethnocentrism, abandon cultural projection [14], and treat our own country's culture and other cultures from an objective standpoint, and learn to carry out appropriate cultural empathy [3]. At the communicative level, it refers to the ability to interact effectively and appropriately with people from different cultural backgrounds people from different cultures [15], and Johnson also points out that individuals effectively use a set of knowledge, skills, and personal attributes in order to successfully work [16] or study with people from different cultures, either at home or abroad, or to engage in social behaviour in order to reach a consensus. In addition, the quality of teachers largely determines the quality of foreign language teaching, which directly affects the improvement of students' intercultural awareness and the effectiveness of intercultural communicative competence development, therefore, the development of EFL teaching in the context of intercultural communication should be guaranteed by high-quality teachers.

In summary, we can conclude the following EFL teaching methods in the context of intercultural communication:

(1) Introduction of multicultural content. Firstly, we introduce the excellent traditional Chinese culture and the classic culture of English-speaking countries, such as politics, economy, literary works, music and other contents, to help students understand different cultural backgrounds. At the same time, we can also compare the characteristics and differences of different cultures on the same type of cultural knowledge through practical case studies, as well as comparing the differences in communication styles, thinking styles, concepts, values etc, to promote the formation of critical thinking. Secondly, we can introduce different specialized cultures for different majors, such as pedagogy, psychology etc, so as to make students' intercultural communication competence more specialized and oriented.

(2) Specialized training in cultural awareness. Taking students as the basis, understanding the differences of students' character and psychological activities, and carrying out personalized teaching, for example, some students' learning objective is to become excellent diplomats, so the teacher as a guide, not only to cultivate the social language skills, but also to help improve the students' cultural literacy. In the classroom, students are encouraged to express their own views and to have open discussions about cultural differences, to enhance the ability of cultural empathy, so that students can respect and tolerate cultural diversity, thus enhancing cultural sensitivity.

(3) Setting up intercultural communication activities. For example, role-playing allows students to experience and practice intercultural communication by simulating situations with different cultural backgrounds. Group discussions, which focus on specific topics and encourage students to share their cultural perspectives and experiences.

(4) Setting up intercultural co-operation projects. For example, international exchanges, promoting exchange programme with foreign universities and giving students the opportunity to work with international students and experience intercultural communication in the field. Use internet platforms for international co-operation projects to enhance students' practical communication skills.

(5) Use digital technology to assist teaching. For example, online and offline hybrid teaching methods are used for teaching, and students are encouraged to communicate with learners around the world through online courses and forums. And we can make use of multimedia materials such as video and audio to enhance students‘ cultural experience, as well as use the Internet platform for international cooperation projects to enhance students’ practical communication skills, and students

also have teachers' guidance offline to enhance the interactivity, practicability and directed focus of learning.

(6) Practical application and communication skills training. We set up real-life communication tasks in the classroom, such as business communication, travelling scenarios etc, so that students can understand how to communicate in different contexts and help them to use the language better.

Conclusion. To sum up, due to the requirements of the times, the requirements of national development and the requirements of personal development, the role and value of compound talents with intercultural communicative competence are becoming more and more prominent among countries and interpersonal relations. For university students, EFL teaching in university is an important way to improve their intercultural communication competence. Based on the globalization and China's development, combined with the current situation of EFL teaching in China, starting from the common parts of research on the concept of intercultural communication competence, namely cognitive, behavioral, emotional, and communicative dimensions, this article analyzes the EFL teaching methods in China under the background of intercultural communication, and proposes teaching methods such as the introduction of multicultural content, specialized training in cultural awareness, and digital technology assisted teaching. Intercultural communication competence, as a comprehensive literacy, can not only improve students' English proficiency, professional skills, and cultural literacy, but also help them enhance their critical thinking ability in EFL teaching, thereby eliminating negative communication barriers in the process of intercultural communication. Therefore, EFL teaching methods in the context of intercultural communication can not only enhance students' intercultural communication awareness and competence, but also deepen their understanding of different cultures and values, thus improving the quality of university EFL teaching and cultivating high-quality practical talents for China.

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