

ІСТОРІЯ ПЕДАГОГІКИ

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THE EVOLUTION OF THE CONCEPT OF THE FOREIGN LANGUAGE COMMUNICATIVE COMPETENCE IN GERMAN SCIENTIFIC AND PEDAGOGICAL LITERATURE

The article explores the evolution of the concept of foreign language communicative competence (FLCC) in German scientific and pedagogical literature, from the 19th-century linguistically oriented approach to the modern intercultural paradigm. Key theoretical and didactic works are analysed, highlighting the transition from formal grammatical competence to sociocultural and intercultural effectiveness in authentic communicative situations.

Historical and social contexts include post-war reconstruction of Germany, the 1968 student protests, and subsequent educational reforms. The modern German FLCC model integrates cognitive, constructivist, digital, and transcultural components, supporting high socio-economic development and the formation of globally competent citizens. Ukrainian science lacks systematic analysis of this issue and a unified conceptual approach to implementation in pedagogical practice. Adapting German experience is vital for reforming Ukraine's language education system, integrating CEFR standards, training teachers for multilingual teaching, and ensuring academic mobility, as well as inclusion of internally displaced persons and veterans.

The study employs historical-critical, comparative, and interdisciplinary methods combining linguodidactics and sociolinguistics. It contributes to Ukrainian pedagogical science by offering theoretical and practical guidelines for FLCC formation amid European integration and post-conflict recovery.

Four stages are outlined: (1) pre-1950s formal-grammatical focus rooted in Humboldt's "Bildung" tradition for elite intellectual development; (2) 1960s–1970s communicative turn influenced by Chomsky, Hymes, and Piepho amid the "Bildungskatastrophe"; (3) post-1990 intercultural expansion with Meißen's multilingualism, ICC, and CEFR harmonization; (4) 2020s digital-transcultural shift driven by Stadler-Heer's remote teaching insights and Münch-Manková's AI integration in DaF/DaZ. German models provide Ukraine with CEFR-aligned curricula, plurilingual teacher training, task-based assessment, and inclusive strategies for veterans and IDPs to enhance mobility and integration.

Key words: competence-based approach, European integration, foreign language communicative competence, Germany, intercultural interaction.

The general statement of the problem and its connection with important scientific or practical tasks. In the modern globalized world, where intercultural contacts become an integral part of everyday life, professional activity and the educational process, the issue of forming the foreign language communicative competence acquires special importance. Nevertheless, for the adequate formation of the FLCC, based on the principles of the competency-based approach to learning, there is a need to generalise approaches to understanding the very essence of this phenomenon. To achieve scholarly consensus, we must trace the evolution of this concept and the ways of its implementation within such social groups that have achieved a certain generally recognized positive result.

Germany stands out as one of the most successful countries in implementing the competence-based

approach to the formation of the FLCC. It has come a long way from the state division into socialist and progressive educational systems, which were caused by the actual division of the state, to the stage of integration and joint development in the conditions of a new globalized social paradigm.

The study of the evolution of the FLCC in German pedagogical thought is of particular relevance for Ukraine in the context of its European integration and preparation for accession to the European Union. The EU is a unique multicultural and multilingual space, where three main language families (Germanic, Romance, and Slavic) with more than 24 official languages are represented, which creates a complex system of interlingual interaction. The German academic tradition, as one of the leading ones in Europe, offers proven models: harmonization of national standards with the CEFR, integration of the FLCC

into school and university programmes, as well training of teachers for multilingual teaching.

This is especially important in the context of post-war reconstruction of Ukraine, when the FLCC becomes a tool for attracting investment and technical assistance from abroad, ensure academic mobility of students and teachers, provide for integration of internally displaced persons and veterans into the European educational and professional space. Thus, the analysis of the evolution of the FLCC in German scientific and pedagogical thought not only enriches the theoretical basis of domestic pedagogy, but also provides practical models for reforming the Ukrainian system of language education, contributing to the formation of competent citizens ready for full participation in the European community.

Analysis of recent research and publications.

The evolution of the concept of the foreign language communicative competence in the German educational and scientific context has a long history, reflecting the development of the paradigm of foreign language teaching itself – from an orientation towards linguistic correctness to a communicative-activity approach and intercultural interaction. As A. Grünwald notes [4], the origins of the modern understanding of the FLCC go back to the period of "Realienkunde" and "Kultatkunde", which in the twentieth century gradually gave way to "Landeskunde", and since the late 1980s – to the concept of "interkulturelles Lernen". This became the prerequisite for the emergence of the concept of "interkulturelle communicative Kompetenz", which integrates the linguistic, social and cultural activities of the subject. Mr Grünwald emphasizes that such a transformation took place not only at the theoretical but also at the political level, when the recommendations of the Council of Europe contributed to the introduction of communicative competence standards in German language education [ibid].

Recent publications have begun to demonstrate a paradigm shift from an "intercultural" to a "transcultural" approach. Thus, D. Reimann [14] and G. Hiller [5; 6] emphasise that in the conditions of a globalised and digitalised educational space, the FLCC's concept is no longer limited to the ability to understand another culture, but means the competence in the intersection of cultural codes and the ability to mediate between them. This corresponds to the idea of "Transkulturalität" [23], which is nowadays increasingly used in German didactics.

In addition, M. Wang [21], in a work on teaching Chinese students German, analyses how the modern FLCC can be operationalised through task-based learning – this indicates the transition of German methodology from conceptual to instrumental models.

Overall, contemporary German research demonstrates a trend towards an interdisciplinary rethinking of the FLCC, combining cognitive linguistics, psycholinguistics, social psychology, and digital pedagogy.

Thus, the evolution of the FLCC in the German context is from a normative-communicative to a transcultural-competence paradigm that integrates language activity, cultural reflection, and digital interaction.

Highlighting previously unresolved parts of the general problem. Unlike German scholars, Ukrainian researchers have not yet carried out a systematic analysis of the history and evolution of the foreign language communicative competence in Germany, which serves as an example of the effective implementation of the competence-based approaches in educational practice and demonstrates positive results at the level of socio-economic development, including a high standard of living and growing GDP.

This experience is especially important in the context of integration into the European Union, as it reflects successful mechanisms for transforming the education system taking into account international standards. At the same time, in modern research, the FLCC is interpreted in a heterogeneous manner, receiving different names and definitions, which indicates conceptual pluralism within scientific studies. In addition, the development and transformation of the FLCC are considered in the broader context of social processes, in particular globalisation, economic reforms, and intercultural dialogue, which causes insufficient coverage of the positive German experience and the historiography of this issue in domestic literature in the pedagogical dimension itself.

Formulation of the article's objectives. This study traces the evolution of the FLCC concept, starting from its theoretical foundations to modern extensions, with an emphasis on the contribution of German researchers. The analysis is based on historical reviews and didactic works, which allow us to understand how this concept was formed and adapted in the German educational system. The object matter of the study is the process of teaching foreign languages in Germany from a historical perspective, covering the period from the middle of the 20th century to the present, with an emphasis on the transformation of didactic approaches and their impact on the formation of students' communicative competences.

The subject matter of the study is the evolution of the concept of foreign language communicative competence as a key element of modern foreign language didactics, including its theoretical foundations, historical stages of development, and practical implications in educational programs in Germany.

The objective is thus to comprehensively analyse the historical formation and development of the concept of foreign language communicative competence in Germany, in order to identify key factors that influenced its evolution and assess its role in modern educational practice.

The methodology is based on the historical-critical method, which includes the analysis of primary sources (theoretical works, didactic manuals, educational documents) and secondary sources (review arti-

cles, monographs). In addition, this study integrates an interdisciplinary approach, combining linguodidactics, sociolinguistics and the history of education.

Presentation of the main research material.

The review of the specialised literature allows us to divide the historiography of the issue of the evolution of the FLCC in scientific and pedagogical thought in Germany into four stages.

The first time period covers the period up to the 1950s of the 20th century, when formal-grammatical characteristics of language dominated research. Thus, before the emergence of the modern concept of communicative competence in German foreign language didactics, competence was often interpreted as linguistic literacy ("Sprachkompetenz"), which was limited to knowledge of grammar, vocabulary, and spelling. This approach was rooted in the humanistic tradition of the 19th century, where the study of foreign languages, in particular classical ones (Latin, Greek), served to form an intellectual elite and cultural education ("Bildung"). In the works of German philologists such as W. von Humboldt [20], the language was seen as a tool for intellectual development, not for practical communication. In the 20th century, until the 1950s, this idea evolved into an emphasis on reading and translating literary works texts where competence was a measured ability to analyse formal language aspects, ignoring the social context. Such formal approach was criticized for being elitist and detached from real use language, which became a prerequisite for further communicative turn.

The second stage chronologically coincides with the publication of Noam Chomsky's researches, which led to the consideration of communication in the concept of sociolinguistics [2]. The concept of communicative competence was first formulated by D. Hymes in 1972 as an extension of linguistic competence as formulated by N. Chomsky, including social and cultural aspects of language use [7]. In Germany, this position gained popularity, in particular through the works of J. van Ek [19], who emphasised the key functions of language in everyday communication.

Later, these ideas were adapted under the influence of sociolinguistics.

B. Bernstein distinguished between social codes of language (restricted and elaborated), which influenced discussions about emancipation through education [1]. The equivalence of language variants was emphasised, and the theory of speech acts by J. Austin and J. Searle [16] defined language as an action, with the components of locution illocution, and perlocution. P. Watzlawick [22] formulated the axioms of communication, in particular the "impossibility of not communicating."

These theories formed the basis of German didactics of that time. H.-E. Piepho, a key German scholar, in his work "Communicative Competence as the Key Learning Objective in the Lesson of English" (1974) defined communicative competence as the ability to

perform an authentic speech act, where success is measured not by grammatical correctness, but by the effectiveness of message transmission [13, p. 10].

The socio-political changes of the 1960s, such as the "educational catastrophe" ("Bildungskatastrophe"), diagnosed G. Picht [12], and the student protests of 1968, demanded radical reforms. G. Picht in his series of articles "Die German Bildungskatastrophe" warned of a shortage of teachers, inequality of opportunity, and a threat to economic development, proposing an "Emergency Programme" for modernisation, doubling the number of applicants and reorganising the administration [12, pp. 78–79]. The 1968 student protests, known as the "68s movement", were directed against authoritarian university structures, demanding democratisation and participation of students in reforms. They included numerous strikes that led to wider changes in culture and education [2, pp. 1–5]. Political figures of that time emphasised education as civic right that stimulated innovations. Experiments in education included project-based learning in the 1960s–1970s, integration of pedagogical colleges in universities and empirical research interactions in classes. These movements led to changes in educational standards, such as the Hamburg Agreement of 1964, which created organisational conditions for school system unification, due to what English gradually established itself as the first foreign language in most Germany's federal lands [15, pp. 20–25].

In the 1950s and 1960s behaviorism, inspired by the works of B.F. Skinner [17], dominated linguistics and didactics of foreign languages, postulating that language behaviour is the result of stimulus-and-response connections and habits formed through repetition and reinforcement. In the domain of didactics, it manifested in audio-lingual method where the language studying was reduced to mechanical memorisation of dialogues, drills and imitations, without regard to meaning or context. Behaviorism rejected internal mental processes, considering language is a set of skills. In German education, it led to the experimental use of army methods (for instance, analysing the WWII American experience), where the emphasis was on oral practice through repetition, but cognitive aspects were ignored. Criticism of behaviorism by N. Chomsky [2] for ignoring creativity in languages opened the way to mentalist theories that influenced the transition to communicative approaches in Germany [17, p. 20].

E. Klein in his review (2002) describes this period as a "communicative revolution", where traditional methods replaced functional syllabi. Achievements included the prioritisation of fluency over accuracy, but the criticism was about disregard of grammar and chaotic conversations [8, p. 5].

The third stage of development came at the time of German unification and the gradual departure from the socialist academic tradition in the territories of

the former German Democratic Republic, where the formal-grammatical approach prevailed. The 1990s marked the acceleration of the introduction of the competence-based approach to foreign language teaching and, due to the expansion of globalisation processes, the need to rethink the FLCC in the context of intercultural dialogue.

Thus, F.- J . Meißner [9] focused on multilingualism and interlingual transfer where the intercultural communicative competence (the ICC) has been an extension, integrating cultural aspects [10].

Due to the coronavirus pandemic and the continuous transition to an online learning format, as well as the rapid introduction of artificial intelligence technologies into a wide range of areas of public life, German researchers have recently been paying attention to the transformation of the foreign language communicative competence in the context of the technological advance, which, in our opinion, marks the fourth stage . For example, in the study by S. Stadler-Heer and her colleagues, it was considered how language teachers at German universities adapted during an emergency transition to distance learning ("emergency remote teaching"): they used digital tools much more, changed their role and form of interaction with students, in particular by strengthening student autonomy [18].

In this context, the communicative competence is viewed as the ability of students not only to possess lexical and grammatical knowledge, but also to act in real or simulated communicative situations in a foreign language. Still, the FLCC takes on new dimensions: digital competence, flexibility in the use of online tools, as well as independent and collaborative learning skills become critical.

In a more recent work by Z. Münch-Manková [11] on professional mastery of AI-based language systems in teaching German as a foreign/second language

(DaF/DaZ), the researcher emphasises that modern AI tools change not only the educational and methodological basis, but also the very expectations for communicative competence: the student must learn not only to interact in a foreign language, but also to manage, reflect, and evaluate their communicative actions in a multimedia and hybrid digital environment.

Thus, the development of the foreign language communicative competence in modern German research is viewed as the integration of three major components: (1) traditional linguistic and sociocultural knowledge and skills, (2) digital and information competences that have become critically important due to the pandemic, and (3) competence in working with AI systems – the selection and critical use of tools, understanding algorithmic limitations, and the ethics of interacting with chatbots and language models.

Conclusions and further perspectives. The evolution of the concept of the foreign language communicative competence in German pedagogical literature is a non-linear but sequential process of paradigm transformation, reflecting broader socio-political, linguistic, and educational changes. It encompasses the transition from the formal-grammatical approach of the early 20th century, oriented towards the intellectual elite in the spirit of the Humboldt tradition of "Bildung", through the behaviorist-audiolingual stage of the 1950s–1960s with mechanical skill formation to the communicative turn of the mid-1970s and its further expansion to intercultural and transcultural competence at the beginning of the 21st century. Each stage correlates with critical social events, such as the education crisis, the student protests of 1968, the reunification of 1990, as well as COVID-19 pandemic.

The key factors in this evolution are the integration of international theoretical models and national educational reforms. German didactics has actively adapted the ideas of sociolinguistics, speech act theory, and communication axioms, transforming them into a functional syllabus and activity-based approach to language teaching. Policy initiatives, including agreements on standardization and the implementation of European recommendations, have ensured institutional harmonization, raising the level of competence to high European standards.

The modern German model of the foreign language communicative competence is integrative and interdisciplinary, combining cognitive, constructivist, intercultural, and digital components. The transition from interculturality, aimed at understanding another culture, to transculturality with an emphasis on mediation between cultures reflects the adaptation to globalization, migration, and digitalization, making competence not only linguistic phenomenon, but also socio-professional.

The German experience demonstrates the empirically proven effectiveness of the competence-based approach: subject integration, autonomous learning, and task-based assessment contribute to the formation of fluency, strategic compensation, and intercultural sensitivity. This correlates with the country's high level of socio-economic development, making the model a reference for countries undergoing educational transformation.

For Ukraine, the analysis of the German evolution of the foreign language communicative competence is of strategic importance in the context of European integration and the upcoming post-war reconstruction. The lack of a systematic domestic historiographical study of this phenomenon creates a scientific lacuna, which complicates the adaptation of proven models, such as harmonization with European standards, training teachers for plurilingualism and integration of competence into edu-

tional programmes. The use of German experience will allow operationalising competence as a tool for academic mobility, inclusion of internally displaced persons, war veterans, and attracting investments from foreign countries.

The diversity of interpretations of FLCC reflects its dynamic nature, but requires unification of descriptors at the national level. Further research should focus on a longitudinal comparative analysis of the effectiveness of such models in the Ukrainian context, taking into account the specifics of the Slavic language family and the post-conflict educational reality.

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Зенякін О. С. Еволюція концепції іншомовної комунікативної компетентності в німецькій науково-педагогічній літературі

У статті досліджується еволюція концепції іншомовної комунікативної компетентності (IKK) у німецькій науковій і педагогічній літературі – від лінгвістично-орієнтованого підходу XIX століття до сучасної міжкультурної парадигми. Проаналізовано основні теоретичні та дидактичні праці, що висвітлюють перехід від формально-граматичної компетентності до соціокультурної та міжкультурної ефективності в автентичних комунікативних ситуаціях.

Історичний і соціальний контекст охоплює післявоєнну відбудову Німеччини, студентські протести 1968 року та подальші освітні реформи. Сучасна німецька модель IKK інтегрує когнітивні, конструктивістські, цифрові та транскультурні компоненти, що сприяють високому соціально-економічному розвитку держави та формуванню компетентних громадян в умовах глобалізації.

В українській науці бракує системного аналізу цієї наукової проблеми та єдиного концептуального підходу до впровадження IKK у педагогічну практику. Адаптація німецького досвіду є важливою для реформування системи іншомовної освіти України, інтеграції стандартів CEFR, підготовки педагогів до багатомовного навчання, забезпечення академічної мобільності, а також соціальної інклюзії внутрішньо переміщених осіб і ветеранів, особливо в післявоєнній відбудові.

У дослідженні застосовано історико-критичний, порівняльний та міждисциплінарний методи, які поєднують лінгводидактику й соціолінгвістику. Робота робить внесок у розвиток української педагогічної науки, пропонуючи теоретичні та практичні орієнтири формування IKK в умовах європейської інтеграції та післяконфліктного відновлення.

Визначено чотири етапи розвитку концепції: (1) період до 1950-х років – формально-граматичний підхід, заснований на гумбольдтівській традиції “Bildung”, орієнтований на інтелектуальний розвиток еліти; (2) 1960–1970-ті роки – «комунікативний поворот» під впливом ідей Ноама Хомського, Делла Гаймза та Генріха Піфо в контексті «освітньої катастрофи» (“Bildungskatastrophe”); (3) після 1990-х років – міжкультурне розширення, зумовлене теорією багатомовності Г. Майснера, розвитком міжкультурної комунікативної компетентності (МКК) та гармонізацією з Рамковими положеннями CEFR; (4) 2020-ті роки – цифровий і транскультурний етап, зумовлений дослідженнями дистанційного навчання К. Штадлер-Геєр і впровадженням штучного інтелекту у викладання DaF/DaZ у працях М. Мюнх-Манькової.

Німецькі моделі пропонують Україні узгоджені з CEFR навчальні програми, багатомовну підготовку педагогів, компетентнісне оцінювання та інклюзивні стратегії для ветеранів і внутрішньо переміщених осіб, що сприяють мобільності та соціальній інтеграції.

Ключові слова: європейська інтеграція, іншомовна комунікативна компетентність, міжкультурна взаємодія, Німеччина, компетентнісний підхід.

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