Communicative competence among high school students are the main factors of forming them as professionals. It relates with professionally developed knowledge, communicative and organization flexibility which is highly important.

The level of communicative competences during special psychological training was measured before and after intervention. During the training intervention following technics were applied: Warm-up exercises, Role games, Couple character games, Group discussion.

Today in ongoing modern social-economic, political and social-cultural processes the activities of Kazakhstan education system raised. Modern changes in social life have a dynamic character: the new technologies are being introduced (in industrial and economic spheres), political and state doctrines are being changed, alternative sources of public thoughts have appeared, the views on the «truth» and «necessary», scientific knowledge is sustainably increased and the scale of information is also being increased.

Methods

In the present study we used following methods:
1. B.A. Fedorishin’s questionnaire defining the communicative and organizational capabilities (COC)
2. The test of communicative habits (Author: L. Mikhelson translated and adopted by Y.Z. Gilbukha)
3. Diagnostic scale of communicative social competence
4. Mathematical processing of research results.

Conclusion

Summarizing the revealed data communicative competence is psychological knowledge system on professional and individual tasks and objectives, for oneself and others, communicative skills, communicative strategies in social cases. Communicative competence in psychologist job is one of the fundamental qualities; it provides the communicative knowledge, skills, qualification at psychologist’s professional job.

Development of communicative competence is formed on social-perceptive skills level. According to psychologist’s opinion, social- psychologists training influences a lot on development of communicative competence.

References