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### **SPEECH SIMULATORS ON THE ENGLISH STANDARD PHRASEOLOGY OF RADIO TELEPHONE COMMUNICATION IN AVIATION AS A MEANS OF INTENSIFICATION OF TEACHING PROFESSIONAL ENGLISH**

### **РЕЧЕВЫЕ ТРЕНАЖЕРЫ ПО АНГЛИЙСКОЙ СТАНДАРТНОЙ ФРАЗЕОЛОГИИ РАДИОТЕЛЕФОННОЙ СВЯЗИ В АВИАЦИИ КАК СРЕДСТВО ИНТЕНСИФИКАЦИИ ПРЕПОДАВАНИЯ ПРОФЕССИОНАЛЬНОГО АНГЛИЙСКОГО ЯЗЫКА**

### **КӘСІБИ АҒЫЛШЫН ТІЛІН ОҚЫТУДЫ КҮШЕЙТУ ҚҰРАЛЫ РЕТІНДЕ АВИАЦИЯДАҒЫ РАДИОТЕЛЕФОН БАЙЛАНЫСЫНЫҢ АҒЫЛШЫН СТАНДАРТТЫ ФРАЗЕОЛОГИЯСЫ БОЙЫНША СӨЙЛЕУ ТРЕНАЖЕРЛЕРІ**

**Аннотация.** Процесс обучения студентов пилотов и авиадиспетчеров радиообмена ведения связи на английском языке производится с учетом регламента, утвержденного ИКАО. Данный регламент всегда учитывается при создании разных методических пособий для будущих диспетчеров и пилотов. В процессе обучения студенты получают огромный

масштаб знаний в теории. Для оптимизации данного процесса становится актуальным вопрос внедрения тренажера, направленного на лингвистическую отработку всего языкового материала. Статья рассматривает два типа лингвистических тренажеров, предназначенных для закрепления фразеологии радиообмена.

**Ключевые слова:** профессионально ориентированный подход, диспетчер, пилот, профориентированный код, профессионально направленный английский язык, лингвистический тренажер, интенсивность обучения, упражнения.

**Annotation.** Training of aviation specialists in professionally oriented English is carried out - taking into account the rules that were developed by specialists of the International Civil Aviation - Organization (ICAO). These rules were taken into account when compiling various training manuals for future air traffic controllers. Despite the fact that in the process of learning students receive a significant amount of theoretical knowledge, unfortunately, it is not always possible to work them out properly in practice due to the intensive pace of learning and the lack of the possibility of interaction with each student individually. In this regard, the issue of introducing a linguistic simulator into the educational process in order to intensify and optimize the learning process becomes relevant. Two types of language simulators are considered, created for practicing and controlling the assimilation of the phraseology of radio traffic. An analysis of the exercises offered in each of the simulators, test tasks was carried out, and new exercises were proposed that would significantly increase the effectiveness of training.

**Key words:** professionally oriented training, air traffic controller, aviation, professional communication, professionally oriented English, speech simulator, training intensification, exercises.

**Аңдатпа.** Ұшқыштар мен радиобайланыс диспетчерлерінің студенттерін ағылшын тілінде оқыту процесі ИКАО бекіткен ережелерді ескере отырып жүзеге асырылады. Бұл ереже болашақ бақылаушылар мен ұшқыштар үшін әртүрлі оқу құралдарын жасауда әрқашан ескеріледі. Оқу процесінде студенттер теориялық білімнің орасан зор көлемін алады. Бұл процесті оңтайландыру үшін барлық тілдік материалды лингвистикалық дамытуға бағытталған симуляторды енгізу мәселесі өзекті болып отыр. Мақалада радиотрафик фразеологизмдерін күшейтуге арналған лингвистикалық симуляторлардың екі түрі қарастырылады.

**Түйін сөздер:** кәсіби бағдарланған оқыту, әуе қозғалысының диспетчері, авиация, кәсіби байланыс, кәсіби бағдарланған ағылшын тілі, сөйлеу симуляторы, жаттығуларды күшейту, жаттығулар.

Aviation is one of those areas in which speech communication plays a critical role. Proficiency in professional English is a key communication tool for an air traffic controller.

The teaching of aviation English and radio traffic phraseology has a number of specific - features. The job of an air traffic controller is to maintain aircraft and control their safe movement on the ground and in airspace. The only way to communicate with the pilot is radiotelephone - communication, which takes place under conditions of time pressure and requires maximum concentration of attention from the specialist.

Any speech activity takes place in social conditions. So, L. V. Shcherba, revealing the social essence of the language, notes that “each language is the language of some more or less strictly limited social group” [1, p. 64]. There are a number of names for a language variant that provides communication between representatives of a certain professional group. G. V. Kolshansky defines it by the concept of “professional speech”, L. V. Uspensky - “professional dialect”, M. Ya. Zwilling - by the concept of “sublanguage” [2, p. 222]. The highly specialized use of the English language

leads to the formation of a sublanguage that is understandable only to a narrow circle of specialists involved in the phraseology of radio traffic [3, p. 3.2.5].

In civil aviation, as in any other industry, there are words that are limited in their use - jargon and professionalism, understandable only to people associated with this field of activity. The language of international radio traffic can be classified as a language for special purposes in that the vocabulary required by an air traffic controller is strictly limited and can be precisely determined by the situation. Consequently, in the process of teaching professionally oriented English, students need to master not only aviation English with its narrowly focused vocabulary, but also automate the skill of using certain commands of radio traffic phraseology, which, unlike simple English and aviation English, has a number of syntactic and phonetic features (for example, reading the letters of the aviation alphabet, pronunciation of thousand as [tauzend], etc.), specific pronunciation of such parameters as speed, heading, altitude and flight level, etc. There are also lexical features, for example, the verb *to take off* in the field of civil aviation it is translated as *take off*, and in colloquial English - *to take off clothes*; *to read* in the phraseology of radio exchange - *to hear* (*how do you read me? how do you hear me?*), and in colloquial - *to read*, *to advise* (on final) in radio communication - *to report*, in colloquial - *to advise* [4, c. 142].

When teaching professionally oriented English, the teacher must also take into account the psychological characteristics of the flow of operational information to the air traffic controller. Information about the flight, which is displayed on the radar screen and makes up to 85% of all incoming data, is a two-dimensional display of the actual situation, while the controller needs to transform it into a spatial dynamic image, taking into account the number of controlled objects in the zone of his responsibility, their height and speed of movement [5, p. 74].

Obviously, this problem cannot be solved with the help of a textbook alone. In this regard, there is an urgent need to intensify the learning process, taking into account all of the above features. A relatively new effective way to speed up the learning of professionally oriented English, as well as to relieve psychological difficulties by creating conditions as close as possible to working ones, is the use of language simulators. The creation of didactic conditions for intensive interactive teaching of an aviation foreign language through the use of language simulators seems to be the main element of the novelty of our study.

Specifics of the language of radiotelephone communication. One of the psychological barriers to the perception of a foreign language message within the phraseology of radio exchange is the lack of visual/kinetic channels of perception, which, in turn, predetermines the increased dependence of the message understanding by the addressee on the clear and correct speech of the addressee. Radio frequency interference does not always allow one to perceive the intonation - pattern of an utterance. The consequence of this is a special attention to the text and to the word as its unit.

The relations between the participants-communicants are determined by the established rules for conducting radio exchange. During the radio exchange, the leading role is given to the representative of the air traffic control service, since it is he who transmits orders to the aircraft and controls the movement of the aircraft in the airspace. In addition, the phraseology language of radio traffic has a number of syntactic and phonetic features due to the auditory and visual perception channels involved in the work of an air traffic controller, as well as the time frame for transmitting a message and responding to them. These features are spelled out in the document of the International Civil Aviation Organization (ICAO, from the English ICAO - International Civil Aviation Organization) Doc. 9432 "Manual of Radiotelephony" and are based on the following principles: any commands and messages should provide a minimum of distortion and loss of information; the receipt of any information, as a rule, should be accompanied by an appropriate message in response ("receipt"), the number of words in radio communication sessions and their duration should be (if possible) minimal [6, p. 72].

There is a requirement for the speed of speech of pilots and air traffic controllers, which should not exceed 100 words per minute [7, p. 2]. This speed allows less competent participants in - communication to avoid misunderstandings and thus successfully carry out radio exchange. In practice, this requirement is not met in 80% of cases. These conclusions were made after listening to 100 authentic conversations of air traffic controllers of the Moscow, Samara and St. Petersburg - automated air traffic control centers, where the air traffic controller says 120-130 words in 60 seconds. As a rule, the accelerated rate of speech is due to the intensity of traffic in busy air harbors. In this regard, it seems appropriate to pay attention to the training of specialists for listening to radio communications with an accelerated rate of speech.

During the training of air traffic control specialists within the framework of the secondary - vocational education course “Air Traffic Management”, the training program provides for the study of general / colloquial English, aviation English and radio phraseology. All aspects of specialist training are shown in the table.

*Aspects of training aviation specialists at the university*

Discipline	Semester, room. Clock			Total
	one	2	3	
General/colloquial English language	75	75	-	150
Aviation English	66	48	156	270
Phraseology of radio exchange	66	120	-	150

Phraseology of radio traffic, in turn, is divided into standard phraseology used during regular flights, and into messages used during non-standard situations. For emergency situations, it is hardly possible to create a phraseological list of terms, since each emergency is unique. In this regard, it is customary to describe problems in plain English. From the data given in the table, it follows that a fairly significant part of the training is assigned to the phraseology of radio traffic. Standard phraseology is a professional sublanguage limited to about 450 phrases, but it is important not only to use them correctly and in a timely manner, but also to be able to understand dialects.

Peculiarities of Radio Communication Phraseology Teaching by the Simulator. It has been proven that the most difficult thing in the process of learning a foreign language (FL) is mastering speech skills - speaking and listening, which requires constant training in pronunciation of sounds, words, phrases of a foreign language. Textbooks, as a rule, contain a large number of pages, mastering materials with the help of textbooks requires a very long time from students, in many cases also explanations from the teacher on certain formulations given in the source. Working with a textbook implies additional time costs, which in the conditions of a modern, intensified, dynamic - society is not always possible. The use of computer technologies makes it possible to increase the efficiency of teaching by using simulators, which, on the one hand, enable students to practice speaking skills at any time convenient for them, and on the other hand, greatly facilitate the work of foreign language teachers.

After the approval of English as the working language of civil aviation and the development of a scale for assessing language knowledge by the International Civil Aviation Organization (ICAO), there was an urgent need to create special speech simulators that would allow both native speakers and specialists for whom English is not native, learn the standard phraseology of radio traffic and aviation English as soon as possible [3].

In order to train the standard phraseology of radio communication for future air traffic controllers and pilots, specialists from the organizations Eurocontrol and Multimedia Tutor developed phraseology simulators based on the released documents [8]. The task of the study is to identify how productive is the use of these programs for educational purposes and whether their use is possible in terms of intensifying the educational process. It is important to determine at what

stage of training it is worth starting to use such simulators and what impact this will have on the - learning process.

Eurocontrol Phraseology database simulator Say again. This is an online resource developed by the European organization for the safety of air navigation Eurocontrol in 2013. The developers of the program note that regional and local differences in phraseology may differ from those indicated in these ICAO documents. Users should check their local AIPs (Aeronautical Information Publication) for potential air traffic management (ATS) differences, phraseology from ICAO (ICAO DOC7030 and ICAO EUR/RAC - 24) is not included in this database.

The phraseology contained in this database is not exhaustive and, under other circumstances, pilots, ATS personnel and other ground personnel will use plain language, which should be as clear and concise as possible to the level specified in ICAO language proficiency requirements in order to avoid possible confusion with those for whom English is not their native language [9].

The standard phrases from the rules of radio traffic are actually extrapolated into 11 basic - categories: the aerodrome and its surroundings, information related to aircraft, coordination - between air traffic control services (ATC), controller - pilot communication over the data link CPDLC , emergency or non-standard situations, etc. These categories correspond to 44 contexts or key phrases (transmitter frequency spacing in 8.44 kHz steps, confirmation of information, aerodrome flight circle, etc.). Based on this classification, for each key phrase, a specific list of 450 phrases of the ICAO radio traffic phraseology code of phrases was selected, which corresponds to a specific flight stage. According to the authors, a separate category of contexts should include - phrases used in the case of flights that follow a non-standard scenario.

Abnormal or emergency situations include 14 phrases prescribed in ICAO document 4444, four of which describe the use of the ACAS airborne collision avoidance system, four refer to phraseology warning of danger: distress signal MAYDAY, emergency signal on onboard a Pan-Pan, warning the pilot of the danger of a collision with the ground, a signal for an unacceptably low flight altitude, two - to an emergency descent, four - to the use of a secondary surveillance radar and an ADS-B broadcast automatic dependent surveillance system.

After selecting a certain category and context in automatic mode, the program displays a dialog box with phrases relevant to each situation or a phrase from the set of rules prescribed in ICAO document 4444. Each of the phrases is given a detailed explanation, containing not only a link to a specific paragraph and the section of document 4444 in which it is spelled out, but also an indication of which of the participants in the communication should pronounce it (pilot or air traffic controller). For each of these phrases, an example is given in the form of an audio file recorded by a native English speaker at the recommended tempo of 100 words per minute and a script to it. Below the audio file, in the RELATED section, there are links to other situation-specific commands or messages, in case the phraseology rules require more than one phrase in the selected situation, as well as links to the category and context to which they apply.

Computer simulator Air English Standard v 1.1. This is a simulator that was developed by the Russian Center for Computer Technologies "Repetitor Multimedia" together with the company" - New Information Technologies in Aviation" in 2012. The simulator is intended for future and current pilots and air traffic controllers of civil aviation and contains explanations on the rules of radio connections and exercises aimed at strengthening these rules, which is the fundamental qualitative difference between the Air English Standard v 1.1 simulator and the Eurocontrol Phraseology database Say again.

The creators of the simulator Air English Standard v 1.1 indicate that the program is designed for users with an English level of at least Intermediate, and is not a textbook on the phraseology of radio exchange in English: it does not contain any grammar or lexical exercises, nor theoretical material characteristic of textbooks [10, p. 6]. That is, we can say that Air English Standard v 1.1 serves as an additional source for the practical development of knowledge gained from the course of aviation English and the phraseology of radio traffic in English.

Just like in the Say again simulator, the program features soundtracks recorded by speakers of various types of accents at the ICAO recommended tempo of 100 words per minute. The recordings were made by professional air traffic controllers, pilots, cadets, as well as teachers of the Pilot Training aviation training center (Melbourne, Florida, USA) from the USA, Great Britain, Ireland, Germany, Spain, France, Russia, which will help users adapt to real conditions radio exchanges on international lines [10, p. 7].

Air English Standard v 1.1 simulator program consists of six sections: radio communication rules, ATC phraseology, ATS phraseology based on surveillance, phraseology when using secondary surveillance radar (SSR) and ADS-B automatic dependent surveillance, phraseology when using a contract vehicle automatic dependent surveillance ADS-C, warning phraseology, phraseology for communication between ground personnel and flight crew. Each section contains information with the rules of radio communication and exercises of several types:

- 1) exercise-test (selection of one correct option from several proposed ones);
- 2) listening exercise (listen to the audio question and choose the correct answer, make an audio recording of the translation of sentences from Russian into English);
- 3) grammar and phonetic test (choose the correct pronunciation of the letters of the alphabet, the names of the echelons);
- 4) scenario exercises.

Due to the fact that this simulator is intended for self-testing, the methods for monitoring the implementation of tasks do not involve grading, however, a certain period of time is allotted for the completion of test tasks. In addition to the graphic indication of the countdown, some tests also use an audible indication similar to the ticking of a clock. On the one hand, this is an irritant and creates an additional psychological burden on the student, and on the other hand, it prepares the future specialist for real working conditions that require the air traffic controller to solve the tasks set as soon as possible. After passing the test in interactive mode, a special pop-up window displays the number of errors made by the test subjects. The popup window is shown in fig. one.

Using the back button, the student can see in which test questions an error was made (the wrong answer is highlighted in red) and correct it. The view of the representation on the screen is shown in fig. 2.

The advantage of this method of highlighting errors is that when checking the performance of a task, the teacher can see which tasks caused the greatest number of difficulties for students, since all incorrect answers, even after correction, remain highlighted in red. To perform testing -listening, students are encouraged to use a microphone to record their speech. If a dialogue is offered, the subjects can see the Russian translation of their lines on the screen as prompts. When checking the dialogue, you can hear the remarks of your interlocutor using speakers (not headphones). After completing the tasks, students are provided with a script with the correct answers. In order to see where the mistakes were made, the student is asked to use the back button to see the wrong answers, which will be underlined and highlighted in red.

linguistic simulators in the educational process involves not just a visual presentation of the material, but also a certain grouping and systematization of the acquired knowledge, provides a long exposure of the language material, as well as an individual or differentiated approach to learning. All these features are reflected in the structures of the Air English Standard and Say again simulators .

Both simulators were created on the basis of ICAO documents app. 10, v. 2, and ICAO document 4444. All sections of these documents, as well as links to the corresponding items, are included in the training and methodological complexes of both simulators. Both Say Again and the Air English Standard provide several examples of each situation described in the documents in text and audio format, spoken by native speakers, with clear indications of which of the participants in the communication (pilot or air traffic controller) should say this or that replica. However, the simulator, which was developed by the European organization Eurocontrol, does not involve a

thorough development of the phraseology of the radio exchange, while the Russian program Air English Standard offers a system of various exercises to reinforce the scientists, which allows us to conclude that the Russian simulator has clear advantages. and is therefore more effective because it has test exercises, auditive skills exercises, scenario exercises, phonetic tests, and exercise keys.

Optimization of the use of simulators in the educational process. It seems appropriate to - supplement the simulators with examples of authentic radio exchanges with a high rate of speech and technogenic noise at a frequency to improve the development of auditory skills, as well as to expand the list of non-standard situations by giving examples of radio exchanges in the event of a fire on board, belly landing, splashdown, medical emergency, engine failure, failure of various aircraft control systems, bird strikes, reports of animals entering the runway, etc. There are no tasks aimed at developing written skills in the simulators. Scenario tasks can be used as such exercises, where the student must write the phrase of an air traffic controller or pilot in a role-playing dialogue.

Useful, in the opinion of the authors, are the exercises proposed by K.L. Simant'eva, in which, to test auditory skills in the system of exercises of the simulator, an audio cut from call signs, speeds, altitudes, etc., reported by pilots and air traffic controllers of various nationalities is used. . To train the spatial representation of the air situation in a specific area of responsibility, it is advisable to offer controllers to listen to the reports of pilots in order to record the elements of navigation information in writing, to graphically plot the trajectory of the aircraft in the horizontal and vertical planes. For the development of memory, it is recommended to listen to the multicomponent reports of pilots in order to confirm the received information or retell it without fixing the received data in writing [5, p. 75].

Work with the simulator should take place in parallel with the topics being studied so that students can work out the acquired knowledge in practice, however, authentic high- speed radio traffic and radio traffic containing messages about various emergency or emergency situations should be presented at the end of the course. On the one hand, this seems appropriate in view of the fact that the student will accumulate a certain knowledge base on the phraseology of the radio - exchange, on the other hand, this will ensure a repeated appeal to the material covered, and therefore will contribute to its consolidation and maximum assimilation.

The simulator contributes to the maintenance of productive mental activity, which is a - necessary and key condition for the successful performance of an air traffic controller's job. Among the various ways to increase mental activity, psychologists pay special attention to the observance of the following rules: mandatory intensive mental work, alternating with lower intensity, and mandatory periodic extreme efforts in mental work up to deep fatigue [11, p. 38]. That is why - exercises in a speech simulator should be of varying degrees of complexity: from the minimum amount of technogenic noise to the maximum possible, including simultaneous broadcasting in two languages within the same radio frequency; from a clear, measured speech of the speaker to the - fastest possible, with a pronounced dialect; from the minimum amount of information presented in a report to a voluminous amount of data that needs to be memorized.

In the curriculum, the use of the simulator should take at least 40% of the total time allotted for studying the material. The simulator serves as an excellent tool for consolidating the topics covered. It should be noted that the student can work with him both independently and in pairs. Also, the simulator allows you to objectively assess the level of training of the student when performing exercises. According to the analysis, the Russian simulator has an advantage over its European counterpart: it provides a system of additional resources for training students' language skills.

The use of interactive speech simulators for practicing aviation English and radio traffic phraseology, in the opinion of the authors, is an extremely important and relevant tool for intensifying the teaching of professional English and preparing future specialists for real working conditions.

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## ҚАЗАҚСТАН РЕСПУБЛИКАСЫНЫҢ АЗАМАТТЫҚ АВИАЦИЯ САЛАСЫНДА МЕМЛЕКЕТТІК ТІЛДІҢ ҚОЛДАНЫЛУ ДЕҢГЕЙІ

## УРОВЕНЬ ФУНКЦИОНИРОВАНИЯ ГОСУДАРСТВЕННОГО ЯЗЫКА В СФЕРЕ ГРАЖДАНСКОЙ АВИАЦИИ РЕСПУБЛИКИ КАЗАХСТАН

## THE LEVEL OF FUNCTIONING OF THE STATE LANGUAGE IN THE FIELD OF CIVIL AVIATION OF THE REPUBLIC OF KAZAKHSTAN

**Аңдатпа.** Берілген мақалада мемлекеттік тілдің азаматтық авиация саласында қолданылу деңгейі туралы айтылған. Қоғамдық ортадағы мемлекеттік тілдің қолданылуы тілдік ортаның нығаюымен күшейетіні сөз болады. Қазіргі уақытта мемлекеттік тілдің қолданылуы сауалнама жүргізу арқылы талданған. Мақалада мемлекеттік тілді білу - азаматтық парыз екендігі айтылған

**Түйін сөздер:** қазақ тілі, мемлекеттік тіл, сауалнама, сұрақ, қоғам.

**Аннотация.** В статье рассматривается уровень использования государственного языка в отрасли гражданской авиации. В настоящее время использование государственного языка анализируется посредством опроса. В статье говорится, что знание государственного языка является гражданским долгом.

**Ключевые слова:** казахский язык, государственный язык, анкета, вопрос, общество.

**Abstract.** The article examines the level of use of the state language in various spheres of society. Currently, the use of the state language is analyzed through a survey. The article says that knowledge of the state language is a civic duty.

**Key words:** Kazakh language, state language, questionnaire, question, society.

**Кіріспе бөлім.** Қазіргі таңда Қазақстан Республикасының азаматтық авиация саласында (азаматтық және мемлекеттік) тілдік коммуникацияны дамытуда бірнеше лингвистикалық мәселелердің орын алары сөзсіз. Авиация саласында орыс және ағылшын тілдері