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S.M. AMELINA,

*Doctor of Sciences in Pedagogy, Full Professor,
Head of the Department of Foreign Philology and Translation,
National University of Life and Environmental Sciences of Ukraine
(Kyiv, Ukraine)*

<https://orcid.org/0000-0002-6008-3122>

R.O. TARASENKO,

*Doctor of Sciences in Pedagogy, Full Professor,
Department of Social Work and Rehabilitation,
National University of Life and Environmental Sciences of Ukraine
(Kyiv, Ukraine)*

<https://orcid.org/0000-0001-6258-2921>

H. WAHG,

*PhD Candidate in Pedagogy,
National University of Life and Environmental Sciences of Ukraine
(Kyiv, Ukraine)*

<https://orcid.org/0009-0005-9081-7704>

INTEGRATION OF THE LATEST METHODS BASED ON SCAFFOLDING TECHNOLOGY IN THE PROCESS OF DEVELOPING TRANSLATORS' SOFT SKILLS

У статті досліджено проблему формування soft skills у майбутніх перекладачів у процесі їхньої професійної підготовки у закладах вищої освіти. З'ясовано, що на сучасному ринку перекладацьких послуг роботодавці орієнтуються не тільки на сформованість у перекладачів їхніх професійно значущих компетентностей, а дедалі більше також на наявність у них soft skills. На основі аналізу вимог роботодавців виокремлено soft skills, важливі для перекладацької діяльності. До них віднесено ініціативність, лідерство, комунікативні навички, здатність до роботи в команді, тайм-менеджмент та емоційний інтелект. При цьому враховано, що стрімкий розвиток інформаційних технологій у сфері перекладу зумовив появу нових форм організації роботи перекладачів, зокрема у вигляді реалізації перекладацьких проектів групою виконавців.

Проведено експериментальне дослідження щодо формування визначених soft skills шляхом застосування технології скаффолдингу у поєднанні із методом проектів та методом моделювання під час вивчення дисципліни «Інформаційні технології в перекладацьких проектах». Акцентовано увагу на поступовому зниженні підтримки викладача, яка надавалась учасникам навчальних перекладацьких проектів на різних етапах їх реалізації. Під час адаптації методу проектів до мети дослідження було виокремлено такі етапи: визначення лідера, формування команди, розподіл ролей, визначення завдань, виконання завдань, фіналізація роботи, аналіз та обговорення результатів. Виявлено, що якомога повне використання потенціалу кожного етапу для формування визначених soft skills можливе за рахунок синхронізації етапів, визначених за методом проектів, із етапами змодельованого процесу реалізації перекладацьких проектів. Під час експерименту використовувалась хмарна система автоматизованого перекладу Phrase TMS як спеціалізований інструмент для виконання завдань з перекладу.

На основі анкетування було з'ясовано стан усвідомлення студентами важливості формування soft skills, значущих для діяльності перекладача, та самооцінка ними їх сформованості. Встановлено ті аспекти формування soft skills на етапах реалізації перекладацьких проєктів, які вимагають максимальної підтримки викладача. Ними виявились ініціативність і робота в команді.

У висновках підтверджено доцільність інтеграції таких методів як проєктний і моделювання з технологією скафолдингу, що сприяло ефективності процесу формування soft skills у майбутніх перекладачів.

Ключові слова: професійна підготовка, освітній процес, компетентність, soft skills, скафолдинг, інтеграція, метод проєктів, моделювання, перекладач.

Problem statement. The process of professional training of translators is aimed at the formation of professionally significant competencies stipulated by the standard in the relevant field of higher education, specific educational programs of universities, framework programs, etc. At the same time, the list and content of the translator's competencies for written translation are reflected in a fairly generalized and concentrated manner in the international standard ISO17100 "Translation Services - Requirements for Translation Services" [ISO17100, 2015]. In particular, it assumes the formation of translation, linguistic, technical, domain and other professional competencies. However, in addition to the undeniable importance of developing these competencies in prospective translators for their future successful career and competitiveness, it is necessary to take into account current trends in the labour market. If until recently, employers focused on translators' professional knowledge and skills, today soft skills are gaining more and more importance. They are becoming a key factor in their success in the conditions of the modern changing labour market. Therefore, at the current stage, it is important to form a number of relevant soft skills in the process of professional training of translators.

Analysis of the latest research and publications. Various aspects of the problem of translator training and its improvement have been the subject of study by many domestic scientists. In particular, the research of I. Kliufinska is devoted to the choice of strategies and teaching methods during the training of translation specialists, the definition of learning objects, goals, as well as the consideration of the application of methodology, learning mechanisms, pedagogical needs, and the advantages of one method over another. The researcher notes: "Many models developed in recent decades are based on defining the skills that a professional translator should possess" [Клюфінська, 2023, p. 156]. Ya. Fabrychna studied modern trends in the professional training of prospective translators [Фабрична, 2021]. S. Perova reviewed the situation in the field of training translation teachers in higher education institutions in Ukraine and other countries [Перова, 2021]. O. Lemeshko, V. Haponova note that the training of translators "requires constant work to improve the forms and methods of teaching, a rational combination of general and special disciplines, training and practice" [Лемешко, Гапонова, 2021, p. 130]. A. Prokopenko and V. Rava emphasize the need and methods for developing short-term and long-term memory of prospective interpreters who will specialize in consecutive interpreting [Прокопенко, Рава, 2021]. T. Yasynska emphasizes that "in the process of development and adaptation to the requirements of the linguistic services market, the modern education system is gradually transforming into an information structure, which can include both technological means – equipment, software, peripheral devices, Internet connection, and directly teachers who, possessing knowledge and experience, teach students" [Ясинська, 2023, p. 33]. O. Bashmanivskiy, V. Vyhivskiy, S. Mokotun chose the use of modern information technologies in the process of teaching translation as the subject of their research [Башманівський, Вигівський, Мокотун, 2020]. N. Zinukova proposed a methodological system for teaching master's students of interpreting [Зінукова, 2018]. N. Bidiuk focused her attention on the features of the formation of translation competence [Бідюк, 2023], and O. Bilyk, I. Savka, U. Kushpit analyzed the integrative approach to structuring teaching methods in the professional activities of translators [Білик, Савка, Кушпіт, 2021].

Despite the existing research in the field of training prospective translators in higher education institutions, further study is needed on issues relevant to the current state of the translation services market and the appropriate adaptation of the educational process to increase the competitiveness of graduates, in particular, regarding their mastery of a number of important soft skills.

The purpose of the article is to determine the possibilities of integrating the latest methods based on scaffolding technology in the process of training prospective translators for the formation of their soft skills.

Methods. To achieve the stated purpose, a set of methods was used: the method of analysis and synthesis to study regulatory documents and publications of scientists on the subject of the study; the method of pedagogical experiment to clarify the possibilities of using the latest methods to form soft skills in prospective translators with their integration with scaffolding technology; the method of generalization to formulate the conclusions of the study.

Presentation of the main research material. The activities of a translator in the current conditions are quite diverse – from freelance to work in large companies, where they can perform the functions of a translator, manager, editor, etc. It is worth noting that the rapid development of information technologies in the field of translation has led to the emergence of new forms of organizing the work of translators, in particular, in the form of the implementation of translation projects by a group of performers, and, accordingly, new requirements for their training. This trend in the development of the translation industry requires changes in the process of training translators, specifically in terms of increasing attention to the formation of a number of soft skills that will contribute to achieving success in new operating conditions.

Given that the list of soft skills required for a successful translator is quite extensive, we have focused our research primarily on those that are most often mentioned in employers' requirements or job advertisements.

In particular, the online platform *Kimeta*, which is a kind of "job exchange" and specializes in job offers, notes that the most common soft skills mentioned in connection with the work of a translator are sociability, punctuality and reliability. In addition, translators must show initiative and be a team player [Kimeta, 2025].

Similar requirements for translators to possess soft skills are also stated on the LinkedIn Internet platform, which offers interested individuals the opportunity to establish professional contacts and find work: "Finally, as a translator, you need to have some soft skills that can help you cope with the challenges and opportunities of your profession. These include skills such as time management, organization, problem-solving, critical thinking, creativity, and teamwork. You should also be able to work independently and autonomously, but also collaboratively and cooperatively, depending on the situation. Moreover, you should be flexible and adaptable to changing demands and expectations, and be willing to learn new things and update your knowledge and skills" [LinkedIn, 2025].

Professional translator T. Quintieri has published her own vision of the "social skills" important for a modern translator, including the following: open communicative behaviour; interest in other people, i.e. emotional intelligence; patience [Quintieri, 2016].

Based on the above, we believe that the skills that are important for a translator's professional activity include initiative, leadership, communication skills, teamwork, time management, and emotional intelligence.

One way to successfully solving the problem of developing soft skills may be to introduce modelling of translation projects into the translator training process and their implementation by a team of students using specialized software tools. This, in turn, requires the use of appropriate modern methods and technologies. Since it is about the implementation of a translation project, it is advisable to consider the application of the project method, adapted to the relevant conditions for achieving the desired result. The tasks performed by students during the implementation of an educational translation project provide them with a concrete idea of the practice of translation, as they demonstrate to prospective translators the stages of the real translation process.

The use of the modelling method will allow us to simulate in the educational process the technological process of implementing translation projects as close as possible to real conditions and to take into account those aspects of the translation project that have the greatest impact on the formation of the specified soft skills.

The use of these methods will create a basis for solving the main task. However, the full formation of most soft skills is possible if the teacher's influence is absent or minimized, that is, when creating real independence and autonomy of students in various roles in the project. This

can be achieved by implementing scaffolding technology, during which there was a gradual decrease in the intensity of assistance provided by the teacher to the project participants until they become capable of independent activity. The effectiveness of scaffolding technology in learning foreign languages was emphasized by P. Gibbons [Gibbons, 2002], G. Kniffka [Kniffka, 2024].

We carried out the experimental application of scaffolding technology to form certain soft skills in combination with the project method and the modelling method while teaching the course “Information Technologies in Translation Projects”. This course implements rather complex professional task related to the implementation of translation projects using specialized software. **As a specialized tool during the course, we use the Phrase TMS cloud-based automated translation system, for which we have an academic license granted by its owner.** Due to the fact that in the educational process the implementation of translation projects is simulated with a certain approximation to real conditions, the content of the tasks involves practicing at least 70% of real processes. In particular, they included the stages that are implemented in the Phrase TMS automated translation system environment: distribution of roles provided for in the system; analysis of the source text; preparation of terminological resources (terminological databases and translation memory databases); distribution of tasks between performers; performance of tasks by participants according to roles; formation of the final version of the project implementation. At the same time, when determining the list of stages for modelling the technological process in the environment of an automated translation system, we paid attention to their potential for the formation of certain soft skills. In our study, we adapted the project method to our purpose, highlighting the following stages: determining the leader, forming a team, distributing roles, defining tasks, performing tasks, finalizing the work, analysing and discussing the results. In order to focus on the fullest possible use of the potential of each stage for the formation of specific soft skills, we synchronized the stages we identified using the project method with the stages of the simulated process of implementing translation projects (Fig. 1).

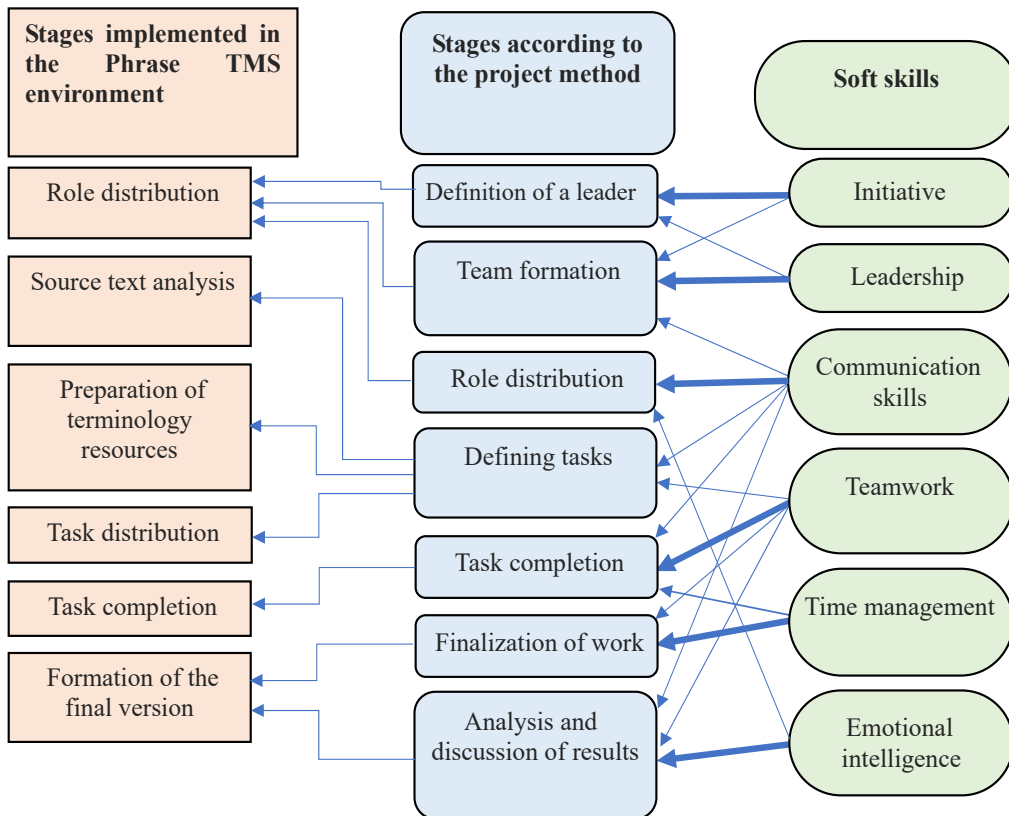


Fig. 1. Formation of soft skills at the stages of the educational project

At the stage of determining a leader when applying the project method, the best opportunities are available for developing, first, initiative, as well as leadership qualities in students. We provided students with the opportunity to express their desire to become a project manager and supported those who showed such initiative. Such students were given the role of “project manager” in the Phrase TMS system with an appropriate set of functions and rights. Others, that is, those who did not show the initiative to lead future groups of project performers, were enrolled in the system as “linguists” (Fig. 2). Those who became project managers, at the next stage, were engaged in the formation of teams, which required them to develop and demonstrate certain leadership qualities such as determination, perseverance, dedication, self-confidence, responsibility, and consistency.

The initial stages of implementing translation projects within the course “Information Technologies in Translation Projects” required maximum support for their participants from the teacher, which, according to the scaffolding concept, will gradually decrease in the following stages.

Active	#	Last name	First name	Username	Email	Role
<input checked="" type="checkbox"/>	1	Tarasenko	Rostyslav	r-tar-nubip-edu-ua	r_tar@nubip.edu.ua	ADMIN
<input checked="" type="checkbox"/>	2	Mazanko	Elizabeth	lize2004	maziza2004@gmail.com	PROJECT_MANAGER
<input checked="" type="checkbox"/>	3	Krasovska	Anastasy	Anastasy_25	akrasovska6@gmail.com	PROJECT_MANAGER
<input checked="" type="checkbox"/>	4	Mailukova	Valeriia	MailukovaVa	mailukova.va12@ukr.net	LINGUIST
<input checked="" type="checkbox"/>	5	Sakhno	Anastasiya	Anastasiya25	sahno.nastia13@gmail.com	PROJECT_MANAGER
<input checked="" type="checkbox"/>	6	Калужна	Катерина	kateryna.kaliuzhn...	ekaterina.kaliuzhna@gmail.com	LINGUIST
<input checked="" type="checkbox"/>	7	Ковальська	Софія	sofiakovalska1301	sofiakovalska4567@gmail.com	LINGUIST
<input checked="" type="checkbox"/>	8	Pohorielova	Anastasiia	anastasiapohoriel...	anastasiapohorielovast2@gmail...	LINGUIST
<input checked="" type="checkbox"/>	9	В'юн	Влада	vlada1210	vlada77viun@gmail.com	LINGUIST
<input checked="" type="checkbox"/>	10	Горбаченко	Анна	anna68	horbachenko.06@gmail.com	LINGUIST
<input checked="" type="checkbox"/>	11	Горицька	Вероніка	veronika21	n2141959@gmail.com	LINGUIST

Fig. 2. Distribution of students by roles in the Phrase TMS system

The next stages of project implementation were the distribution of roles in the formed teams and the definition of tasks, both for the team as a whole and for each participant separately. The need to develop communication skills came to the fore, namely: the ability to express one’s opinion, convincingly argue for it, listen to others, and accept their ideas and positions. Usually, at this stage, there is a lively discussion of the details of the project implementation by team members, which allows for a reduction in the teacher’s participation in these processes, creating conditions for the development of the aforementioned communication skills. However, when distributing tasks among team members, the teacher encouraged them to recognize the importance of the project manager’s opinions and decisions. On the other hand, the teacher took care to distribute tasks of equal complexity among the project participants as evenly as possible. This, in turn, can be achieved technically by using the functionality of the Phrase TMS system, in particular, to create such terminological resources as terminology databases and translation memory bases [Амеліна, Тарасенко, 2017].

From the point of view of developing the ability to work in a team and meet set deadlines (time management), the stages of completing tasks and downloading the target text with the acquired terminology resources from the system (finalization of work) are particularly important. Given that these stages of the translation project were carried out in close cooperation between team members, special attention was paid to the formation of key qualities of the ability to work effectively in a team. In particular, it was about subordinating one’s actions to achieve a common goal, sharing one’s ideas and accepting the ideas of other team members, providing them with assistance when necessary, cooperating constructively, avoiding destructive disputes, and being ready to compromise. Despite the complexity of these stages and the sometimes-unpredictable

cooperation and communication between team members, the teacher tried to have as little influence on the development of situations as possible.

Teacher intervention was minimized at the stage of analysing and discussing the results of the translation project, as we anticipated when choosing the scaffolding technology. This approach allowed us to focus primarily on developing emotional intelligence in translation project participants during this stage, but this was also partially the case at other stages. In particular, during the task execution process, many people provided support to their colleagues in difficult moments, even empathizing with them when something went wrong. Moreover, during the analysis of the work, the successes of others and the team as a whole were mainly noted. At the same time, the fact that the students also tried to critically evaluate their own work and the work of others indicates a high level of emotional intelligence.

After completing the module, which included translation projects, we conducted a survey among all students who studied this course, which was 82 people. The purpose of the survey was to identify the students' awareness of the importance of developing soft skills, which are important for the translator's work, and to conduct their self-assessment of their level of development. We included certain questions in the questionnaire in order to find out the possibility of effective application of scaffolding technology for the formation of Soft Skills. They were asked to answer the following questions of the questionnaire, the content of which and the results obtained are given in Table 1.

Table 1

Results of a survey of translation project participants, %

Question content	Soft skills					
	initiative	leadership	communication skills	teamwork	time management	emotional intelligence
Which of the listed skills do you think are most important for collaborative translation projects?	42.7	37.8	87.8	92.7	58.5	25.6
Which of these skills were you least developed in?	81.7	89.0	54.9	58.5	62.2	73.2
Which of these skills did you successfully develop?	20.7	12.2	51.2	63.4	41.5	15.9
Which of these skills would you like to develop more?	29.3	25.6	58.5	62.2	40.2	17.1
Which skills did you need the most support from your teacher to develop?	72.0	28.0	25.6	54.9	46.3	35.4
What skills can be developed with minimal teacher assistance?	32.9	37.8	65.9	48.8	57.3	69.5
What skills did your team members have that were most helpful in implementing the translation project?	40.2	39.0	90.2	93.9	59.8	24.4

Analysing the survey results, we found that students consider soft skills such as teamwork and communication skills to be the most important for the collective implementation of translation projects. This was noted by 92.7% and 87.8% of respondents, respectively. An important result of the survey was the identification of their critical attitude towards their own level of mastery of the soft skills identified for the study. The majority actually confirmed that they lacked initiative and leadership qualities, and they had previously paid little attention to the components of emotional intelligence. However, while working on translation projects, many of them managed to develop, in their own opinion, the ability to work in a team, communication skills and time management skills. At the same time, they noted that they strive to develop these skills in the future. They noticed that these skills of other members of their teams contributed the most to the implementation of the translation project. Considering the results of the survey, we noticed that students underestimate the importance of emotional intelligence, and in interviews we found that they do not fully understand its essence and its importance in the process of completing tasks collectively. This gave us grounds for further pedagogical research.

We paid special attention to the responses that were directly related to the assessment of the scaffolding technology. In particular, this allowed us to identify those aspects of soft skills formation at the stages of translation project implementation that require maximum support from the teacher. These were initiative and teamwork. On the other hand, according to the students, the development of emotional intelligence and communication skills required the least support. Thus, the results of the survey confirmed the feasibility of using scaffolding technology at the stages of translation project implementation in order to form certain soft skills. The logic of the technology regarding the gradual reduction of teacher assistance coincided with the logic of organizing teamwork in translation projects, which allows the team, with a selected leader and a certain level of autonomy, to independently cope with complex tasks.

Conclusions. Given the changing requirements for translators' competencies in today's changing labour market, our study focused on developing soft skills. Among them, initiative, leadership, communication skills, teamwork, time management, and emotional intelligence were identified as key for prospective translators. Their formation can be carried out in the process of studying the course "Information Technologies in Translation Projects", within which they practiced modelling and implementing translation projects as teamwork using the Phrase TMS cloud-based automated translation system. These methods were integrated with scaffolding technology. The conducted research confirmed the feasibility of this integration, which contributed to the effectiveness of the process of forming soft skills in prospective translators.

Further scientific research may be related to the search for effective ways to form an expanded range of soft skills important for translators.

Adherence to Ethical Standards

The empirical part of the study involved an online survey of students (n = 82) who had completed a module containing translation projects. The aim was to assess their awareness of the importance of soft skills in the professional activity of a translator, as well as their self-assessment of the level of development of these skills. The study was conducted in accordance with the principles of academic integrity and ethical standards accepted in educational and psychological research. Participation in the survey was voluntary, and all respondents gave verbal consent to take part. Anonymity and confidentiality of responses were fully ensured, and the collected data were used solely in aggregated form for scientific purposes. The research posed no risks to participants and did not interfere with the educational process.

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INTEGRATION OF THE LATEST METHODS BASED ON SCAFFOLDING TECHNOLOGY IN THE PROCESS OF DEVELOPING TRANSLATORS' SOFT SKILLS

Svitlana Amelina, Doctor of Sciences in Pedagogy, Full Professor, Head of the Department of Foreign Philology and Translation, National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine.

E-mail: amelina@nubip.edu.ua

<https://orcid.org/0000-0002-6008-3122>

Rostyslav Tarasenko, Doctor of Sciences in Pedagogy, Full Professor, Department of Social Work and Rehabilitation, National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine.

E-mail: r_tar@nubip.edu.ua

<https://orcid.org/0000-0001-6258-2921>

Hongming Wang, PhD Candidate in Pedagogy, National University of Life and Environmental Sciences of Ukraine, Kyiv, Ukraine.

E-mail: 55035808@qq.com

<https://orcid.org/0009-0005-9081-7704>

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*The article deals with the problem of developing soft skills in prospective translators in the process of their vocational training in higher education institutions. The **purpose of the article** is to identify opportunities for integrating the latest methods based on scaffolding technology in the process of training prospective translators to develop their soft skills. To achieve the stated purpose, a set of **methods** was used: the method of analysis and synthesis to study regulatory documents and publications of scientists on the subject of the study; the method of pedagogical experiment to clarify the possibilities of using the latest methods to form soft skills in prospective translators with their integration with scaffolding technology; the method of generalization to formulate the conclusions of the study.*

It has been found that in the modern market of translation services, employers focus not only on the formation of translators' professionally significant competencies, but increasingly also on their soft skills.

Based on the analysis of employers' requirements, soft skills important for translation activities have been identified. These include initiative, leadership, communication skills, teamwork, time management, and emotional intelligence. It is taken into account that the rapid development of information technologies in the field of translation has led to the emergence of new forms of organizing the work of translators, in particular, in the form of the implementation of translation projects by a group of performers.

An experimental study was conducted on the formation of certain soft skills through the use of scaffolding technology in combination with the project method and the modelling method during the study of the course "Information Technologies in Translation Projects". Attention is focused on the gradual decrease in teacher support provided to participants in educational translation projects at various stages of their implementation. When adapting the project method to the research goal, the following stages were identified: determining the leader, forming a team, assigning roles, defining tasks, performing tasks, finalizing the work, analysing and discussing the results. It was found that the fullest possible use of the potential of each stage for the formation of certain soft skills is possible by synchronizing the stages determined by the project method with the stages of the simulated process of implementing translation projects. During the experiment, the Phrase TMS cloud-based automated translation system was used as a specialized tool for performing translation tasks.

Based on the questionnaire, the state of students' awareness of the importance of forming soft skills, significant for the activity of a translator, and their self-assessment of their formation were clarified. Those aspects of forming soft skills at the stages of implementing translation projects that require maximum support from the teacher were identified. These were initiative and teamwork.

*The **conclusions** confirmed the feasibility of integrating such methods as the project method and modelling with scaffolding technology, which contributed to the effectiveness of the process of forming soft skills in prospective translators.*

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