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## The use of the SmartCat platform for the development of soft skills in masters of philology

### Використання платформи SmartCat для формування м'яких навичок у магістрів-філологів

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Written by:


**Olena Kirilenko<sup>1</sup>** <https://orcid.org/0000-0002-4496-3787>**Viktoriia Ryzhkova<sup>2</sup>** <https://orcid.org/0000-0001-7083-3911>**Liudmyla Rybalko<sup>3</sup>** <https://orcid.org/0000-0003-1262-8551>**Oleksandr Zahrebelnyi<sup>4</sup>** <https://orcid.org/0000-0003-1449-6257>**Yevheniia Sokolova<sup>5</sup>** <https://orcid.org/0000-0002-1497-4987>


#### Abstract


Skill requirements and implementation of new information technologies drive changes in the professional training for future technical translators, including the development of both highly professional and soft skills. The purpose of this study was to develop soft skills in Masters of Philology and future technical translators in the process of implementing the group project using the SmartCat Cloud Platform. The soft skills in Masters of Philology required to implement the group project using the SmartCat Cloud Platform have been identified and analyzed: planning and time, workload, stress management skills; skills of compliance with project implementation terms, instructions and technical specifications; teamwork skills, including in a virtual media, using modern communication technologies; responsible use of information technology for professional purposes; continuous self-


#### Резюме


Потреба в робочій силі та впровадження нових інформаційних технологій потребують змін у професійній підготовці майбутніх технічних перекладачів, розвитку як вузькопрофесійних, так і м'яких навичок. Мета цього дослідження – формування м'яких навичок у магістрів філології і майбутніх технічних перекладачів у процесі виконання групового проекту з використанням хмарної платформи Smartcat. Проаналізовано та виявлено м'які навички магістрів філології, необхідні для виконання групового проекту з використанням хмарної платформи Smartcat: навички планування та управління часом, робочим навантаженням та стресом; навички дотримання термінів реалізації проекту, інструкцій та технічних умов; навички роботи в команді, у тому числі у віртуальному середовищі, з використанням сучасних комунікаційних технологій;

<sup>1</sup> PhD in Pedagogic sciences, Professor at the Department of Software Engineering, National Aerospace University n. a. N. E. Zhukovsky "KhAI", Kharkiv, Ukraine.  WoS Researcher ID: AAE-4068-2019

<sup>2</sup> PhD of Philology, Professor at the Department of Applied Linguistics, National Aerospace University n. a. N. E. Zhukovsky "KhAI", Kharkiv, Ukraine.  WoS Researcher ID: KJL-8365-2024

<sup>3</sup> Doctor of Pedagogic Sciences, Professor at the Department of General Pedagogics and Pedagogy of the Higher School, H.S. Skovoroda Kharkiv National Pedagogical University, Kharkiv, Ukraine.  WoS Researcher ID: ABB-7677-2021

<sup>4</sup> PhD in Pedagogic sciences, National Academy of the National Guard of Ukraine, Kharkiv, Ukraine.  WoS Researcher ID: KJL-9218-2024

<sup>5</sup> PhD of Technical sciences, Assistant professor at the Department of Software Engineering, National Aerospace University n. a. N. E. Zhukovsky "KhAI", Kharkiv, Ukraine.  WoS Researcher ID: ACC-6007-2022



assessment, updating and developing competencies and skills through personal strategies and co-education. The didactic opportunities of the SmartCat Cloud Platform have been revealed, enabling instructors to monitor and evaluate the activities of both the group as a whole and individual activities of group members. Overall, the SmartCat platform is a tool for the development of soft skills needed for a future professional career of technical translators.

**Keywords:** development, soft skills, Masters of Philology, SmartCat Cloud Platform, information technology.

## Introduction

At present, the work character and competency requirements for a technical translator are quickly changing (Zetsche, 2023). There are over 600 job titles used on the LinkedIn profiles of employees working in Language Service Providers (LSPs) globally (Bond, 2018). In particular, experts in information system analysis, information technology specialists, software developers, researchers in the field of philology, linguists, translators and interpreters, teachers of foreign languages, word-processing and data collection operators, project managers, project management professionals (Faes, 2018). Demands on hard and soft skills of future technical translators are growing (Zinukova, 2021).

Today, employers need specialists with work experience and professional knowledge, including soft skills significantly affecting operational efficiency. The UK Engagement Survey has shown that students did not realize the importance of soft skills for professional progress, and the influence of universities was limited (Havergal, 2015). Nevertheless, the translation services workforce analysis reflects a noticeable trend in considerable interest of employers in soft skills of job applicants. Most employers consider them to be as important as hard skills (Hirudayaraj et al., 2021; Horváth-Csikós et al., 2023; Mytsenko & Rusanovska, 2023).

An experience in customer and translator database management, knowledge of specialized translation programs (Computer-Assisted Translation (CAT)-tools), and the ability to use them have also proven to be important (Tarasenko et al., 2021). Especially decisive have

відповідальне використання інформаційних технологій з професійною метою; постійна самооцінка, оновлення та розвиток компетенцій та навичок за допомогою особистих стратегій та спільного навчання. Виявлено дидактичні можливості хмарної платформи Smartcat, що дозволяють педагогам контролювати та оцінювати діяльність як групи загалом, так й індивідуальної діяльності членів групи. Загалом платформа SmartCat є засобом формування м'яких навичок, які необхідні для майбутньої професійної діяльності технічних перекладачів.

**Ключові слова:** розвиток, soft skills, магістри філології, платформа Smartcat, інформаційні технології.

been a confident use of a personal computer, an experience in organization and management of translation and interpreting projects, stress tolerance, teamwork skills, sociability, diligence, ability of independent decision-making, taking responsibility, a focus on results. The workforce requirements and introduction of new information technologies require changes in the professional training of future translators, development of both hard and soft skills. The study conducted in the scope of this work is aimed at identifying and developing soft skills in masters of philology in the process of a group project implementation based on the SmartCat platform.

The purpose of this study was to develop soft skills in Masters of Philology using the SmartCat Cloud Platform.

To achieve the goal, the following objectives needed to be met:

- to determine the role functions of an interpreter (manager, translator, post-editor) to model them in the educational group project;
- to clarify the soft skills of masters necessary for the high-quality implementation of the group project;
- to develop soft skills online in Masters of Philology using the SmartCat platform;
- to determine the didactic capabilities of the SmartCat Cloud Platform to enable teachers to monitor and evaluate the activities of both the group as a whole and the individual activities of group members.

## Literature Review

The scope of the translator's tasks is determined by the translation industry, which is undergoing substantial changes: a growing need for professional networking and cultural communication; major changes in the interpreter qualification requirements; a replacement of classical translation and an ongoing diversification of a translation profession; a growth of virtual translator teams; an increasing need for organizing the work with terminology, generating multilingual terminological and text databases; software localization; continuous integration of the translation profession with special disciplines. Changing market requirements have resulted in expanding the social roles of a translator. Translators, customers, translation managers, text authors, editors, experts and consultants specialized in a particular subject area are participants in the activity of professional translators (Pattison & Cragie, 2022; Şahin & Kansu-Yetkiner, 2020).

According to Esselink (2022), a translation project can be successful only if translations are executed on time, within budget and in accordance with agreed quality standards. Any professional activity, and a translator activity in particular, is not possible without reliable and easy-to-use tools (Bowker, 2022). Proponents of the situated translation theory argue that the translation process is carried out not only in the translator's mind but also by complex systems including people, their specific social and physical environment, and all their cultural prerequisites (Risku & Rogl, 2020). Risku (2010) considers these prerequisites, including computer information technologies (text processors, online research tools, translation memories), as a means of translator's activity.

Zetzsche (2023), a professional technical translator, offers the following classification of the translator's tools according to their functional feature: tools providing translators with specific functions (resource search, terminology management, project management, word count, software localization); tools providing functions to better use of translation aids (term and text extraction, transformation, text justification, quality assurance); tools integrating a wide range of functions (translation tools, applications for complex file formats, development of reusable translation and terminology databases).

According to Pym (2011), these tools are not just supplementary ones for the translator's activity. They change the very nature of the translator's

cognitive activity, social relations, and professional status. Computer-assisted translation (CAT) tools are currently one of the main approaches to the professional work of translators. CAT techniques provide translators with the tools to automate a translation project while leaving them the right of decision-making and free correction of translation. The main objective of CAT tools is to shorten the time needed to translate a document via machine translation. It is possible by reusing translated content (also known as translation memory (TM)), presenting prepared parts from TM, automatic translation according to glossaries, automatic verification of the translation quality, etc. The CAT tools also allow to use checking for grammar or spelling, terms management, specific dictionaries, term databases, and text indexers. It helps to conform the translation with the source text, manage projects and translation memories, as well as automate translation work. CAT tools play an important role in the curricula of international universities for the translators' training (Tarasenko et al., 2020).

Alotaibi (2014) & Fernández-Parra (2016) have shown that the insufficient use of CAT resources as language learning tools in universities happens both because the teachers do not know the didactic capabilities of the systems as well as teachers and students are not prepared to work with them. The guideline for the training of future translators should be the coordination of their training programs with the requirements of the translation services market. The Ukrainian standard of higher education in specialty 035 "Philology" for the second level of higher education notes that a master should be prepared for effective interaction in a professional team and with representatives of other professional groups of different levels, as well as be able to plan, organize, implement and present research or innovative developments in a particular philological field, in particular, applied linguistics. Thus, an important issue is to develop master's skills in working with both CAT tools and soft skills.

However, the analysis of the Educational and Professional Program content of masters in Philology in Ukrainian universities shows that the solution to this problem is fragmented and must be addressed.

There are several approaches to the process of developing soft skills. (Devadason et al., 2010), are focusing on the development of soft skills in the teaching and learning process through integrated inter-disciplinary courses, rather than

separate academic subjects for university students.

The study by Rashidi et al. (2018) considers soft skills as interpersonal qualities that a person possesses, which are developed through an active participation of students in collaborative learning activities. Hard skills and soft skills have a close and inescapable connection complementing and balancing each other (Setiana et al., 2019).

The most advantageous way to activate the formation and further development of the soft skills is the implementation of interdisciplinary projects. The effectiveness of using interdisciplinary project-based learning for the soft skills development has been shown in the studies by (Vogler et al., 2018), (Cardoso-Espinosa et al., 2021), (Younis et al., 2021) and (Licorish et al., 2022). Research have shown that the interdisciplinary character of project-based learning ensured essential aspects of student education which were difficult to implement within traditional classroom learning. The results have also emphasized the importance of inter-disciplinary collaboration of teachers within the framework of the project-based learning experience.

The work by (Almonte et al., 2023) has proven the effectiveness of the soft skills development as a part of mandatory training course, that has been confirmed by both students and employers. To raise awareness among students about soft skills in academic and professional activities, researchers have proposed implementing the soft skills development in undergraduate and graduate programs.

A literature analysis has shown that the education of future translators should be guided by coordinated training programs with the requirements of translation services market, which has been undergoing major transformations since the profession of a linguist has becoming increasingly specialized and multidisciplinary, that is impossible without reliable and easy-to-use tools, such as CAT platforms. Studies have revealed a need for developed soft skills to maintain a collective character of a modern translator work. Despite this, there is a limited number of works focused on the development of soft skills in future translators.

We believe that the solution to this problem is urgent and requires specially organized study. We pay a special attention to the development of soft skills in masters - future translators in the

process of the group project implementation by using the SmartCat platform. Additionally, the study discusses the didactic capabilities of the SmartCat platform, which can motivate teachers to use it in the academic process.

## Methodology

The study employed the following methods: a content analysis of the study results from scientists on the development of soft skills; the use of information technology in the training process for future technical translators; a method for monitoring the activity and communication process of group members on the SmartCat Cloud Platform and in the Mentor distance learning system; an online questionnaire using Google Forms to determine the attitude of masters to using the SmartCat Cloud Platform; qualitative approach to data collection, analysis of Wilcoxon Signed-Rank-test and Kruskal-Wallis Test Calculator.

## Participants

We conducted the study at the Department of Applied Linguistics, National Aerospace University n. a. N. E. Zhukovsky “KhAI” during 2021 – 2023 academic years. The number of students participating was 48 masters, ten of whom were men, and thirty-eight masters were women. Groups were formed at the request of the students using a learner-centered approach taking into account the rights, choices and desires of individual students. Such groups provided comfortable conditions for working and learning cooperation of the students. It was impossible to form gender-homogeneous teams due to a small number of young men (18%). Nevertheless, the men were assigned to different teams in the project. Choosing the number of students in the group, we were guided by the recommendations of Davies (2009).

## Instruments

Each team member had a certain role: a manager, a translator, and a post-editor. The main functions of the manager included creating a project (creating a project activity in the project system and a project schedule, recruiting a team for project implementation, assigning salaries to project participants, distributing tasks between the project participants, monitoring the task completion by the project participants, choosing machine translation tools for text, defining requirements for the translation quality). The main functions of the translator included preliminary text editing (checking the

grammatical, spelling and logical correctness of a source text; changing the word order at the level of phrases and sentences; replacing idiomatic expressions; changing complex punctuation). Furthermore, entering the original and target languages, creating a glossary of terms in an xlsx file, attaching an xlsx file to a project, editing a glossary, and creating a TM, saving the TM in a file and text translation were also integrated. The main functions of the post-editor included text normalization to a single style after a machine translation, composing the description of typical translation errors, editing a glossary of terms and TM. The group project was organized using the SmartCat Cloud Platform. Constraints for conducting the educational group project were the time of the project and limited free options of the SmartCat Cloud Platform. The project implementation time were limited to 4 weeks.

### Procedures

We implemented the training group project within the academic subject “Information technology usage in linguistic research” which was learned by first-year masters in the first semester. The purpose of the group project was to create a terminological dictionary covering the aircraft industry term system. The topic was relevant because the existing terminological aircraft fund needed to be complemented and upgraded. As part of the group project, we gave each group the task of compiling a glossary (each group created 22 terms for a total of 260 terms), including an aircraft terminology system and the TM for texts from the aircraft industry. Based on the created glossary and TM, we checked the translation quality of aviation technical tests. The Cloud Platform SmartCat was used to implement the group project as well as organize, communicate and monitor the group work of masters. The group and individual results of the training group project implementation were documented via the university-wide distance learning Mentor system using the Moodle platform.

After the training group project completion, a teacher, who acted as an expert, measured the masters' grade of soft skill development. The study included 7 stages. At the first stage, under the Order of the Ministry of Education and Science of Ukraine No. 871 (2019) for the specialty 035 “Philology” and following European Master's in Translation program (Emt Competence Framework, 2022), we determined the soft skills for Masters of Philology necessary for the group project implementation by a virtual team based on the SmartCat Cloud Platform:

skills of planning and managing time, workload and stress; skills to comply with project implementation deadlines, instructions and specifications; teamwork skills, including in a virtual environment, using modern communication technologies; responsible use of information technology for professional purposes; constant self-assessment, updating and development of competencies and skills through personal strategies and collaborative learning. At the second stage, for all roles in the group, the teacher rated actual levels of soft skills development in masters following the European standard for the training of translators of the European Masters in Translation program and using the technology tools for quantitative measurement of the education quality in an educational institution by Yelnikova G.V. (2001). At the third stage, masters planed their work in the group using the activity of the “Forum”. They determined the goal, formulated the project tasks, drew up a schedule for the project, distributed roles in the group, and chose the means of implementing the project and communication in it. At the fourth stage, the masters carried out the project. At the fifth stage, masters produced individual reports on the activity implemented within the group project and uploaded reports for an assessment into the university-wide Mentor distance learning system based on the Moodle platform. At the sixth stage, under the schedule for the group project implementation, the presentation of the project results occurred in the Google Meet online conference in the presence of other groups. At the last stage, the teacher rated the levels of soft skills development in Masters of Philology after the group project implementation. To assess the significance of the results obtained, the Wilcoxon Signed-Rank Test was used. We formulated two hypotheses:

H0: positive changes (shifts) in the level of soft skills development in Masters in the process of the group project implementation using the cloud-based SmartCat platform are random.

H1: positive changes (shifts) in the level of soft skills development in Masters in the process of the group project implementation using the cloud-based SmartCat platform are non-random.



The Kruskal-Wallis Test Calculator was used to determine whether there were differences in the three groups ( $n_1=19$ , 2021;  $n_2=15$ , 2022;  $n_3=14$ , 2023) regarding the average value of the softskills developed by the masters in the process of the group project implementation using the SmartCat Cloud platform.

## Results

Masters were adults, socially established individuals who made their own decisions, actively regulated their behavior, and had a C1 level of English proficiency, so they played the leading role in organizing the group project. The main feature of the group project implementation was the process of self-determination of its organization and implementation parameters. A teacher created favorable conditions for the group project and helped the masters to identify their needs. Such organization of the training project made it possible to achieve the following learning outcomes for masters within the academic discipline "Information technology

usage in linguistic research". In particular, to formulate the goals and objectives of both the group project and the individual activities of each participant; to develop a schedule for completing the group project tasks; to justify the means of the group project implementation; to critically analyze the results of activities in the group project; to demonstrate teamwork roles depending on experience and practical interests; to efficiently use the SmartCat Cloud Platform to perform professional tasks in the group project; to manage, regulate and control the work; to organize the workplace; to manage time correctly; to meet deadlines. The study results are presented in Table 1.

**Table 1.**  
*Results of the Wilcoxon Signed-Rank Test*

Parameter	Value
<b>P-value</b>	5.961e-8
Surprisal (S-value)	23.9999
Effect Size (r)	0.8792
Z	5.42
W, (W-, W+)	0, (0, 741)
Number of pairs (N)	48
Non-zero difference pairs (n)	38
Ties Correction	94.5
S.E	68.266
Average of differences ( $\bar{x}_d$ )	2.9375
SD of differences ( $S_d$ )	2.0043
Normality p-value	0.001068
Skewness	0.07283
Skewness Shape	Potentially <b>Symmetrical</b> (pval=0.832) 
Excess kurtosis	-0.5962
Kurtosis Shape	Potentially <b>Mesokurtic</b> , normal like tails (pval=0.377) 

Source: systematized by the authors

Results of the Wilcoxon Signed-Rank Test indicated a significant difference between Before (Mdn = 5, n = 48) and After (Mdn = 9, n = 48),  $Z = 5.4$ ,  $p < 0.001$ ,  $r = 0.9$ . Since the p-value  $< \alpha$ ,  $H_0$  was rejected and  $H_1$  was accepted, the positive change in the developed level of soft skills in masters in the group project using the cloud-based SmartCat platform was non-random.

The calculation results have shown insignificant differences at two significance levels ( $p=0.01$  and  $p=0.05$ ). We have explained this result by the following reasons. In all three groups, the same teachers provided support, guidance and motivation for the masters to complete the group project using the SmartCat platform. The survey results have shown that 60% of the masters had

practical experience working in a team, and they shared their experience with other project participants. The educational goals and objectives of the project were defined and notified to all project members, which also contributed to a close interaction and activity in the project. The students dynamically communicated with each other and shared their thoughts and ideas using various digital technologies and the SmartCat platform. This may also have allowed to achieve similar performance levels in their work. Thus, a combination of clear goals, effective use of tools, interaction within the group, and support from teachers have resulted in the similar level of soft skills developed in the three groups.

The group project implementation was effective if the masters were personally interested in it and when the tasks performed by them met their practical goals. The survey result of the masters has shown the priority motives for the project implementation: “Getting information about the functionality of the cloud-based SmartCat platform” – 23% of respondents, “Terminology glossary development in the aircraft industry” – 20% of respondents, “Translation memory development” – 18% of respondents. The responses have shown that the masters had positive motives in mind while implementing the project. It happened because the masters coordinated the significance and content of the group project with their practical and cognitive needs: to get a job, create a glossary and TM to use in practical classes on the translation theory or during research work, as well in the future. The remaining 39% of masters correlated their participation in the group project with the need to complete tasks as a part of the educational process. The analysis of discussions in the “Forum” made it possible to reveal the main challenges of planning the group project. When designing the project goals and objectives, some masters replaced the goals with the content of training: “to know the main functions of the SmartCat Cloud Platform”, “to know the features of creating a glossary in the SmartCat Cloud Platform”. They formulated goals that were not set and had a general wording from which it was difficult to understand the project result. For example, “to be able to use the capabilities of the SmartCat Cloud Platform in the process of technical text translation”. They formulated goals that met their private interests and planned their activities: “learning how to create a project in the SmartCat Cloud Platform”. The masters formulated some tasks with the general phrases “to define aviation terms”. Several tasks were excessively detailed “selecting a project creation mode”, and “selecting a mode of team members”. When planning the schedule for completing tasks, they reduced (compared to the objective) the needs necessary for the task duration and did not account for the need to prepare for the next task. When choosing the means of implementing the project, the masters preferred polytechnic dictionaries over specialized dictionaries, or they did not indicate the need to use dictionaries at all.

After the project implementation, the masters participated in the survey. Answering the question “Do you find it useful to use the SmartCat Cloud Platform in the educational process for masters?”, 85% of masters have found the use of the SmartCat Cloud Platform beneficial. To the question “What advantages of

using the SmartCat Cloud Platform in the group project can you note?”, the masters answered: an ability to complete tasks online (100%); an ability to work using different hardware platforms (65%); a convenient intuitive interface (74%); an ability to visualize and understand the features of a factual virtual team of translators (54%); a clear split of work between team members (62%); collective responsibilities for the project (35%); a visual representation of the work intermediate results (52%); an ability to translate different segments by team members simultaneously (68%); an ability to get instant answers to questions online (46%); a translation with a simultaneous discussion of translation issues in the comments (37%). An analysis of the masters’ answers has shown that the use of the SmartCat Cloud Platform contributed to increased motivation and development of needs and interests in learning. It also shaped their feelings of belonging to the team and the conditions for collaboration while solving common problems. It helped to develop partnerships to get the most effective results. The participants noted an excessive initiative of some team members in discussion and decision-making (35%) and a passivity of the others (15%) as the main difficulties of the training group project.

## Discussion

Researchers are currently paying a great deal of attention to the problem of developing soft skills. It has come to play a major role in curricula along with hard skills (Massey, 2023). However, according to Cimatti (2016), it is quite difficult for teachers to keep track of them and evaluate. An analysis of studies has shown no uniform definition and structure of soft skills. It is common ground that soft skills are not specialized and, due to their versatility, are the most essential goal for all professional persons. They influence the effectiveness of both masters’ educational process and their future professional activities. The development of soft skills should occur throughout the entire stage of students’ learning at higher educational institutions.

A study analysis has shown that the use of online tools contributed to the development of soft skills necessary for the future professional career of translators (Herget, 2020). Although the role of up-to-date online tools is considerable for the activities of professional translators, they are rarely used at universities in the training programs for masters in philology (Massey, 2023). We fully endorse the view of Fernández-Parra (2016) that this is due, on the

one hand, to the fact that teachers are often unaware of the didactic capabilities of the systems and do not integrate them into university training programs for future technical translators, and on the other hand, to the fact that Masters do not realize the importance of using online tools for their professional development.

Wilson et al. (2012) have shown a high effectiveness in the development of soft skills given the environments of operational training. At the implementation phase of the educational group project, we limited the tasks of each master in the group and ascertained the degree of individual responsibility for the work. A project manager created a “project activity” using the SmartCat online platform, fixed time limits for the project and invited a translator and a post-editor to participate in the project. After translator's and post-editor's confirmation of their participation in the project, the manager fixed a wage rate for them, assigned tasks among the project participants, defined the source language and the target language, and also added a free-to-play machine translation software Microsoft Translator, connected automated translation quality control, as well as specified requirements for the development of a glossary and a translation memory for the translator and the post-editor.

The translator selected aviation terms and saved them to an xlsx file. When choosing terms from the sphere of aircraft engineering, the masters were not limited to the project requirements formulated by the teacher. To select unique terms, sort them, and evaluate their frequency in technical literature, the free LexTutor service was chosen. They then used Excel application to create a glossary that enabled a master of translation to begin the work together with the manager. The master of translation uploaded the glossary generated by Excel into the project. When the terms in the glossary were confirmed by a translation quality manager, the translator saved the glossary in the project and used it for machine translation of text fragments. It has provided the relevance and uniformity of terms. The translator's responsibilities also included creating the translation memory (as a means of translating technical text) in Excel and loading it into the project. The post-editor reviewed and edited the translated fragments as soon as they were approved. Commenting on segments in the SmartCat Cloud Platform allowed the post-editor to leave comments and the translators to ask clarifying questions about the correctness of the translation in context. The editor ensured a uniform style for presenting the text, indicated

and analyzed common errors, edited and saved the translation memory into a file. This has enabled to develop skills of analysis, critical thinking and self-control. All team members worked on the project at the same time without violating anyone's work pace. They had access to state-of-the-art translation resources that allowed to guarantee the project's completion on time and develop self-management and self-learning skills. Teachers monitored the activity of team members using individual progress indicators in the SmartCat project and data about the participants displayed in the SmartCat interface (who worked in the project, which documents were in the work within the project, what language pair was used in the project). A visual representation of the task completion allowed both the masters and the teachers to assess the progress at all main stages and the amount of work completed and remaining within the project. The exchange of ideas and prompt discussion of current issues as part of the project were carried out using the option “Chat” in the cloud-based SmartCat platform. This has promoted the development of communication, collaboration and leadership skills.

Thus, the study results have shown that the Smartcat platform could be used to develop the soft skills of masters, enriching their learning experience and preparing them for a successful career in various educational contexts: teamwork and communication, project management, editing and feedback, independent learning and research.

These project activities of the masters have resulted in a public statement at the Google Meet online conference, where they conducted reflection-based analysis of their activities, demonstrated ways to solve project problems and practical application of the results. Such an organization of the educational project has helped to develop the following soft skills: to formulate the goals and objectives of both the group project and the individual activities of each participant; develop a schedule for completing group project tasks; justify ways to implement the group project; critically analyze the results of one's own activities in the group project; demonstrate teamwork roles based on one's own experience and practical interest; use the SmartCat Cloud Platform responsibly to complete professional tasks in the group project; manage, regulate and control own work; organize the workplace; regulate one's time; comply with timeframes for the educational group project completion.



## Conclusions

It has been shown that soft skills allow specialists to navigate the environment, interact with co-workers, work effectively and achieve their goals, complementing hard skills. Soft skills have been defined to influence the effectiveness of both Masters' training efforts and their future professional activities. It has been revealed that the development of soft skills should begin in a university environment, as they are essential for the academic and professional advancements of future specialists. The soft skills in Masters of Philology required to implement the group project using the SmartCat Cloud Platform have been identified and analyzed: planning and time, workload, stress management skills; skills of compliance with project implementation terms, instructions and technical specifications; teamwork skills, including in a virtual media, using modern communication technologies; responsible use of information technology for professional purposes; continuous self-assessment, updating and developing competencies and skills through personal strategies and co-education. The interpreter role-functioning (manager, translator, post-editor) has been defined for modeling them in the training group project.

The didactic opportunities of the SmartCat Cloud Platform have been revealed, enabling instructors to monitor team goals and objectives as well as their content, compliance with the rules of conduct in the team by each participant, supervise the stages of teamwork, control communications between project participants, evaluate the whole group work as well as a personal contribution of each participant to the project results. The findings have shown the effectiveness of developing soft skills in Masters of Philology in the process of implementing the group project using the SmartCat Cloud Platform.

## Recommendations

The described experience is interdisciplinary since it can be transferred to other academic subjects of educational industries. The research conducted does not cover all aspects of the issue. Further study requires the use of training group projects performed on the SmartCat Cloud Platform in studying such professional subjects as "Translation of Scientific and Technical Texts in Aviation", "Academic and Professional English Language".

## Study Limitations

Limitations for conducting the educational group project were the time of the project and limited free options of the SmartCat Cloud Platform. We limited the project implementation time to 4 weeks. As a part of the educational group project, we used the following free functions of the SmartCat Cloud Platform: creating projects; engaging an unlimited number of users; assigning wages to users; appointing specialists to different stages of working with a text (translation, editing, proofreading), monitoring the work of performers; creating and managing TM and terminological glossaries; automatic quality checks; connecting industry dictionaries, recruiting the team, translating a limited amount of text segments.

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