Turkan Ismailli
Nakhchivan State University
Doctor of Philosophy in Philology
ismayilliturkanmehrac@gmail.com

Aims and methods of note-taking

Abstract

In this review paper we investigated the effect of note taking activity in learning process as an educational tool and the impacts of taking notes on cognitive prospective. We also tried to summarize traditional note taking tasks, activity, and styles and the implications of the individual factors of note taking. Finally, we summarized here the importance of traditional notes activities and the common features of produced notes. The article discusses the importance of traditional note-taking, its use methods and techniques. Traditional note-taking is linked to cognitive and learning theories. Individual note-taking and its effect on the concentration process are discussed.

Keywords: *note-taking, traditional, research, summarizing, cognitive style*

Türkan İsmayıllı
Naxçıvan Dövlət Universiteti
filologiya üzrə fəlsəfə doktoru
ismayilliturkanmehrac@gmail.com

Qeydlərin aparılmasının məqsəd və üsulları

Xülasə

Məqalə qeydgötürmənin öyrənmə prosesinə olan təsirindən bəhs edir. Məqalədə ənənəvi qeydgötürmənin əhəmiyyətindən, onun istifadə metodları və texnikasından bəhs edilir. Ənənəvi qeydgötürmə koqnitiv və öyrənmə nəzəriyyələri ilə əlaqələnir. İndividual qeydgötürmə, onun konsentrasiya prosesinə olan təsirindən bəhs edilir. Məqalədə ənənəvi qeydgötürmənin xüsusiyyətləri də analiz edilir. Ənənəvi qeydgötürmə koqnitiv öyrənmə nəzəriyyələri ilə də bağlıdır. Fərdi qeydgötürmə diqqət toplamaq prosesini artırır.

Açar sözlər: *qeydgötürmə, ənənəvi, araşdırma, ümumiləşdirmə, koqnitiv stil*

Introduction

Learning is the process for acquiring new knowledge, behaviours, skills, values, preferences or understanding. It is the process of synthesizing different types of information. Crawford (1925) first began note-taking research by studying its effects on education outcomes. He examined the effects of note-taking during lectures on student achievements and test performance. Some studies (Palmatier and Bennett) (Bonner and Holliday 2006) showed that up to 96% of students rely on note-taking as an important part of their learning process an deducational experience.

Note-taking is a process of recording information captured from a transient source, such as reading, oral discussion, and a lecture. Notes are used mostly to record events, capture information, and for several learning purpose (Williams, 2002). Note taking is a process of summarizing information in short sentences which allows large amount of information to be shorthanded on the paper quickly. The practice of writing information on paper while listening to lectures is universally considered as an important skill for academic success (Carrier et al. 1988). Making note is a common and important practice for learners both in the lecture and during reading text. Several researchers discussed the importance of note-taking 23lagiari on the education process for learning (Palmatier and Bennett 1974).

Main body One of the reasons why students take notes is that they do not always want to be hunting for books and articles they once read in order to see what they have underlined. Besides, making notes also forces students to pay even closer attention to the ideas in the text than when they underline, because the students have to decide both what to write down and how to say it. Marking and underlining the text is only the initial stage in this process (Ismailli, 2023). Whether the notes are particularly good or not, the very act of writing them forces the student to make sense of what you read. Although note-making is hard work and quite time consuming, the writer is making an investment which adds a lot of value to the effort and time the person is already putting into reading.

The aim of teaching note-taking is to develop skills in taking notes from a range of written materials:

• Non fiction articles and books which students have to read for their Term
papers, Bachelor's or land Master's dissertations;
• Fiction works to be read for literature courses;
• Fiction, non-fiction and reference sources which students use for their
essays.

Note-taking involves:

- identifying a text as relevant for the purpose concerned; - identifying the author's thesis (the main point that the author is
making);- identifying main ideas; - distinguishing main ideas from examples or illustrations; - following the line of development of ideas through a text; - 24lagiarizin relationships: chronological, logical (as in cause effect); - 24lagiarizin the packaging of ideas (inductive – from specific to general; deductive – from general to specific); - distinguishing fact from opinion (i.e. claims based on evidence versus claims based on subjective belief);- using the above in notes which reflect the structure and content of the original.

Notes should
• be informative enough to be useful to the user (who may not be the
person who write the notes);
• not too detailed so as to lose the point in irrelevant information;
• contain accurate bibliographic information so that the original can be
retrieved if necessary. (Bibliographic information consists of:

As notes frequently serve personal needs, students may use common abbreviations and symbols, or they may even devise their own. The notes may be written as sentences or set out in a diagram. There are many different ways of making notes. What works best for the user of the notes depends on:

• the way the authors mind works
• the kind of text it is
• what the author wants to use the notes for
• the time the author thinks reasonable to 'invest'

Different formats may be used to suit the needs of students. Various features of layout will be helpful in 24lagiarizi notes: Samples of tasks, recommended for note-taking skills development According to Chambers and Northedge note-taking is not a single skill that you acquire once, for all times and occasions (Hartley, 2012). It is a range of different activities: from jotting down a few points on an index card through to a detailed account of an argument – depending on the writer's purposes. But the common characteristic is that 'you are writing for yourself rather than to an audience, so you don't have to worry about explaining yourself.'

Writing Summaries Both the note-taking (previous section) and smnmarising work are intended to help protect students from the temptation of 24lagiarizing. In their main course of studies, be it humanities or science, students will almost certainly need to summarise information in writing. They may be required to do this as part of a course or it may prove to be a valuable skill when assimilating information for further use. Summarising will often be the next step after note-taking in integrating material from sources the students have read into their own academic writing.

Summarising is also an excellent way of ascertaining whether one has understood and can remember the material he/she has been reading.

Traditional Note taking with Cognitive and Learning Theories. Students write information on paper during the lecturer presentation or while reading an information source. This process is called note-taking. The activity of note-taking can be considered as a part of writing across the curriculum. Experimental studies found that taking notes essentially affects learner education and his cognitive.

Note taking with Cognitive Overview. Taking notes can serve as an external storage function because it builds a repository of information for later review and additional cognitive processing (Baddeley, 2007). Furthermore, note-taking while reading materials requires less cognitive effort than taking notes during a lecture; thus, note-taking during lectures can be considered as an activity that strongly depends on the working memory to manage, comprehend, select, and produce notes.

Individual Factors of Note Taking Most of individual differences occur because of the variances in cognitive variables of people such as working memory, cognitive style, transcription fluency, conceptual models of lecture learning, prior knowledge, and overall cognitive ability.

Importance of Traditional Note taking As an education and cognitive psychology tool, note-taking has been extensively studied from diverse views to explore the note-taking functions, behaviours, as well as its effect on learning outcomes and education performance. In addition, several experiments examined the impact of note-taking on student performance and academic success (Bonner, 2006).

Note Taking Support Focusing and Improves Concentrating

Taking notes requires a high degree of concentration for presented or reading materials, and thus, the attention to be more precisely focused on the access, sorting, and coding of information, rather than simply listening to the speaker or reading a text material (Piolat et al. 2004). Taking notes usually enforce the note-taker to focus on the relevant points to better understand the information, and help them to summarize the ideas and concepts.

Note taking Assists Thinking Education research concluded a general truth that the writing process in note-taking can be considered as a thinking process. In fact, writing notes encourage to think, and taking notes can assist real-time thought processes such as there solution of mathematical problems.

 Note taking Assist Memorizing and Recall Note-taking enables the learner to record interim pieces of information for later use by easing the load on the working memory; thus, notes are considered as external memory storage By reducing load on the working memory, note-taking increases the capability of the learner to memorize and produce better notes. *Note taking Enhances Learning and Improve Student Achievements*

Early research reported that note-taking improves the ability to learn, integrate, and capture knowledge. Studies in this area showed that note-taking enhances learning achievements because of the encoding and retrieval functions that note-taking supports. Several activities are performed during the learning process such as understanding, transformation, and greater intensity in the effectiveness of learning. For example, summarizing notes is better than rewriting them, and highlighting notes is better than reading notes (Kiewra et al. 1). Researchers advise note-takers to re-read their notes as many times as necessary for better learning achievements. Recently, many studies have described note-taking activities such as reading, highlighting, and summarizing.

Conclusion

The article emphasizes that note-taking is useful for all learning purposes. Highlighting allows learners to underline and highlight important information. The article states that note-taking improves the cognitive skills of learners. Increases learning motivation.

Note taking is an important activity for learning achievements. Traditional notetaking is playing important roles in learning and cognitive aspects. Research showed slow progress in note taking area because the functional complexity of note taking tasks, and due to the difficulties in evaluation learning factors such as learning achievements, and student performance. In addition, there are wide variety in the styles and behaviours of how people taking notes because there are a lack of

standardization and training in school and universities. Note taking can be used to test student a absorption because the production of summery text involve in receiving, encoding, linking, and reformulation of what student had heard or read.

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