

## **LITERATURE REVIEW: IMPORTANCE OF NOTE-TAKING.**

*Bukhara State Pedagogical Institute Foreign  
Languages Department. Bukhara, Uzbekistan*

***Qurbonova Yulduz Umarovna***

[yulduzqurbonova98@gmail.com](mailto:yulduzqurbonova98@gmail.com)

Research questions:

1. Why is note-taking important for learners? What are the advantages of taking notes?
2. What are the difficulties with taking notes?
3. Is there any strategies to improve note-taking skills?

Note-taking is something sine qua non (quite essential) for all those who deal with study as food, water and air are for humans' lives (Reza Biria, 2010). According to Allen and Reeson (2008) note taking is one of the strategies students can cultivate to increase academic achievement.

Why do we take notes? What is the importance of note-taking?

There might be several reasons why we usually take notes, such as reasons to learn, to remember, to save and to be able to use the information in the future. As students encounter unfamiliar texts, they are equipped with the means to extract the most important information while staying engaged with the text. Department of Lifelong Learning: study skills series (2009) provides a few reasons why note taking is an important activity: taking notes will help you to

- 1) extend your attention span;
- 2) keep you focused on your subject area and the task at hand;
- 3) remember what you have heard or read;
- 4) make you an active learner and
- 5) organize the ideas you are learning about.

Furthermore, he mentions that the notes you produce are your own work and are a visible reminder of the effort you have put into the course. This in itself can be a motivational factor for your study! Note taking helps you to organize the ideas you are learning about.

Learning Assistance Center (2009) has offered the following six reasons why note-taking is important.

- Professors share information not available in textbooks, and they make connections;

- Notes are a storehouse of information for later use, e.g., when you take more advanced courses;

- We remember more when we write things down;

- Taking notes helps you to listen attentively and to think critically;

- Note-taking is a skill required in many jobs.

Additionally, most of us have a problem with a bad memory and it makes remembering facts even harder. But, when you write what you understood, or at least very little notes from what you hear, this will be more effective. Studies show that people may forget 50% of a lecture within 24 hours, 80% in two weeks, and 95% within one month if they do not take notes (Learning Assistance Center, 2009).

Similarly, Cottrell (1999) identified some basic reasons why note-taking is important.

- useful record of important points for lecture use and of where the information comes from that helps writing

- helps ideas flow;

- helps planning—you can see what information you have;

- assists organization – you can rearrange and remember notes in a different order;

- helps you get started;

- helps understanding

If you focus on selecting information to note.

If you think through where everything fits.

- helps memory summing things up briefly helps long-term memory.
- the act of writing helps motor memory.
- pattern notes can be more memorable visually.

Note-taking is a complex activity that combines comprehension with production of notes, and this complicated process is dependent upon working memory (Piolat et al., 2004). Note-taking is dependent on working memory to “acquire, mentally represent, select and understand” (Makany, Kemp, & Dror, 2009, p. 620) the incoming information while making connections with previous knowledge. This intricate process may be difficult for students, which may be one reason students often are not successful at note-taking. Other difficulties include balancing the effort of writing and listening at the same time, deciding which items are important to note, and writing fast enough. It is difficult to listen, write and select important information all at once (Boyle, 2010). Just copying what is seen or heard does not lead to comprehension (Piolat et al., 2004).

Instead, following some strategies suggested by some scholars is really helpful. Gwyn Jones and Pam Mort suggest two effective ways of note-taking: using symbols and abbreviations; and concept maps and diagrams. Truly, signing = is much easier and takes less time than it takes to write “equals”, or “is equal to” (Gwyn Jones and Pam Mort, 1994) Furthermore, being careful of misperceptions during listening or reading to take notes; using one’s own words; making connections between notes are strongly suggested by Michael C. Friedman (Notes on Note -Taking: Review of Research and Insights for Students and Instructors, 2014).

Author	Year	Title	Aims	Method	Comments
--------	------	-------	------	--------	----------

Boyle, J. R.	2010	Strategic note-taking for middle-school students with learning disabilities in science classes.	To investigate various effective ways of taking notes for disabled learners.	Lecturing	A useful source to find out the effective ways of note-taking, especially, in the classes with limited ability.
Cottrel, S.	1999	The Study Skills handbook.	to explain note-taking skills.	Short answer-questions	Handful activities can be found which can be used in note taking classes.
Makany, T., Kemp, J., & Dror, I. E.	2009	Optimizing the use of note-taking as an external cognitive aid for increasing learning.	To analyze importance of note-taking in learning as a cognitive aid.	speaking (stating facts), writing.	Pretty well. Note taking is, in fact, part of learning process and helps to retain facts.
Gwyn Jones and Pam Mort	1994	Note Taking Skills	Introducing effective strategies of note-taking.	Information. It is not a research article. It is informative	Good explanation for learning note taking skills, but also it helps to find out ways to improve reading comprehension.

**REFERENCE:**

1. Boyle, J. R. (2010). Strategic note-taking for middle-school students with learning disabilities in science classes. Learning Disability Quarterly, 33(2), 93-109. Retrieved from <http://web.ebscohost.com>
2. Cottrel, S. (1999). The Study Skills handbook. Stella & Macmillian press Ltd.

3. Department of Lifelong Learning: Study Skills Series (2009). Note taking skills-from lectures and readings. Retrieved January 25, 2009, from file://C:\Documents and Settings\Administrator\Desktop\DLL Study Skills Series Not.
4. Gwyn Jones and Pam Mort, (1994). Note Taking Skills. Adapted from: Study Skills for Academic Writing, Phoenix 1994.
5. Learning Assistance Center (2009). Note taking and listening. Retrieved February 8, 2009, from <http://www.eiu.edu>.
6. Makany, T., Kemp, J., & Dror, I. E. (2009). Optimizing the use of note-taking as an external cognitive aid for increasing learning. *British Journal of Educational Technology*, 40, 619635. doi: 10.1111/j.1467-8535.2008.00906.x
7. Michael C. Friedman , 2014. Notes on Note -Taking: Review of Research and Insights for Students and Instructors. Harvard University Press, 2014.
8. Piolat, A., Olive, T., & Kellogg, R. T. (2004). Cognitive effort during note taking. *Applied Cognitive Psychology*, 19, 291-312. doi: 10.1002/acp.1086
8. Reza Biria (2010). Note-taking Strategies and Academic Achievement. May, 2010, from <https://www.researchgate.net>