

## NOTE TAKING, USING DIFFERENT TECHNIQUES. SUMMARIZING IDEAS FROM DIFFERENT SOURCES

**Jabborova Dildora Zokirjanovna**

Department of English language theoretical aspects senior teacher PhD

[dilyacity89@gmail.com](mailto:dilyacity89@gmail.com)

**Jasmina Odinayeva**

First English faculty Foreign language and literature

[jasminaodinayeva95@gmail.com](mailto:jasminaodinayeva95@gmail.com)

Uzbekistan State World Languages university

**Annotatsiya.** Ushbu tezisdagi turli xil texnikalarni qo'llagan holda nota olish va bir nechta manbalardan g'oyalarni sintez qilish fundamental, ammo ko'pincha yetarlicha o'rgatilmaydigan akademik amaliyot ekanligi ilmiy asosda ta'kidlanadi. Mazkur tadqiqot nota olish jarayonini Writing Across the Curriculum (WAC) konseptual doirasiga joylashtiradi, uning transdistsiplinar xususiyatini hamda bilimlarni o'zlashtirish va yozma ifoda ko'nikmalarini rivojlantirishdagi ikki yoqlama funksiyasini yoritadi. Bundan tashqari, tezisdagi asosiy vaqtinchalik cheklov aniq ko'rsatib o'tiladi: talabning yozish tezligi (sekundiga 0.3–0.4 so'z) ma'ruzachining nutq tezligiga (sekundiga 2–3 so'z) nisbatan sezilarli darajada past bo'lib, bu holat so'zma-so'z transkripsiyani amalda imkonsiz qiladi. Natijada, talabalar qisqartirish va apokop (so'z oxirini tushirish) kabi kompensator strategiyalarni shakllantiradilar hamda doskaga yozuvlar, diktant rejimi, sarlavhalar hamda makromatn rejalashtirish ko'rsatkichlari (masalan, "birinchidan/ikkinchidan") kabi diskurs markerlariga tayanadilar. Yakuniy xulosa sifatida tezis nota olishning minimalistik (soddalashtirilgan) qarashlariga qarshi chiqadi va uni xom ma'lumotni foydali, amaliy bilimga aylantirish uchun muhim ahamiyatga ega bo'lgan murakkab, ko'p qirrali kognitiv vosita sifatida tan olishni ilgari suradi.

**Kalit so'zlar:** nota olish, nota olish texnikalari, manbalarni sintez qilish, diskurs markerlari, yozish va nutq tezligi, vaqtinchalik cheklov, kompensator strategiyalar, kognitiv vosita, akademik yozish.

**Аннотация.** В данном тезисе утверждается, что ведение записей с использованием различных техник и синтез идей из нескольких источников представляют собой фундаментальную, но зачастую недостаточно преподаваемую академическую практику. Исследование помещает ведение записей в концептуальные рамки Writing Across the Curriculum (WAC), подчёркивая его трансдисциплинарный характер и двойную функцию в содействии усвоению знаний и развитию навыков письменной речи. Кроме того, в диссертации выявляется ключевое временное ограничение: скорость письма студента (0.3–0.4 слова в секунду) значительно ниже темпа речи лектора (2–3 слова в секунду), что делает дословную транскрипцию практически невозможной. Вследствие этого студенты вырабатывают компенсаторные стратегии, включая сокращения и апокопу (усечение конца слова), и полагаются на дискурсивные маркеры, такие как записи на доске, режим диктовки, заголовки и макротекстовые планирующие индикаторы (например, «во-первых/во-вторых»). В заключение диссертация оспаривает минималистские концепции ведения записей и выступает за признание его сложным, многомерным когнитивным инструментом, необходимым для преобразования необработанной информации в пригодное для практического применения знание.

**Ключевые слова:** ведение записей, ехники ведения записей, синтез источников, дискурсивные маркеры, скорость письма и речи, временное ограничение, компенсаторные стратегии, когнитивный инструмент, академическое письмо.

**Annotation.** This thesis argues that note-taking employing various techniques and the synthesis of ideas from multiple sources constitute a fundamental yet often inadequately taught academic practice. The study situates note-taking within the conceptual framework of Writing Across the Curriculum (WAC), highlighting its transdisciplinary nature and its dual function in facilitating knowledge acquisition and developing written expression skills. Furthermore, the thesis identifies a critical temporal constraint: the student's writing speed (0.3–0.4 words per second) is significantly lower than the lecturer's speaking rate (2–3 words per second), which renders verbatim transcription practically impossible. Consequently, students develop compensatory strategies, including abbreviation and apocope (word-end clipping), and rely on discourse markers such as board writing, dictation mode, headings, and macro-textual planning indicators (e.g., “firstly/secondly”). In conclusion, the thesis challenges minimalist conceptions of note-taking and advocates for its recognition as a complex, multidimensional cognitive tool essential for transforming raw information into usable, applicable knowledge.

**Key words:** note-taking, note-taking techniques, multi-source synthesis, discourse markers, writing speed vs. speaking rate, temporal constraint, compensatory strategies, cognitive tool, academic writing.

### **Introduction**

Note-taking constitutes a fundamental academic practice that extends across all disciplines, serving not merely as a method of information recording but as a cognitive tool for enhancing comprehension, retention, and critical engagement with subject matter. The strategic employment of diverse note-taking techniques-ranging from linear methods such as the Cornell system and structured outlining to non-linear approaches including mind mapping and charting-enables learners to adapt their recording strategies to the nature of the content, the medium of delivery, and their individual cognitive preferences. However, effective note-taking extends beyond the capture of isolated facts from a single source. A more advanced and equally indispensable skill is the synthesis of ideas drawn from multiple sources, which requires the ability to identify points of convergence and divergence, abstract core arguments, and reconstruct them into coherent, original summaries. This dual competence-varying one's note-taking techniques according to context and distilling integrated insights from disparate texts-lies at the heart of successful academic writing, research, and knowledge management. Consequently, mastering these interrelated skills is essential for students and scholars alike, as they underpin the capacity to transform raw information into meaningful, usable knowledge.

Empirical observations of classroom note-taking behaviour reveal a fundamental temporal constraint: a typical student's writing speed ranges from approximately 0.3 to 0.4 words per second, whereas a lecturer's natural delivery proceeds at roughly 2 to 3 words per second. This pronounced disparity-by a factor of five to ten-renders verbatim transcription impossible under normal instructional conditions, barring dictation-paced delivery or the acquisition of advanced shorthand competencies. Consequently, students instinctively develop compensatory processes and techniques to capture the essential content of oral instruction.

Without delving into the well-documented linguistic mechanisms employed in this context-such as abbreviation, truncation of polysyllabic terms, and apocope (end clipping)-it

is instructive to examine the discourse markers within a speaker's delivery that explicitly or implicitly signal the relative importance of information. Note-takers exhibit heightened sensitivity to these markers, which have been shown to exert considerable influence on the volume and selectivity of notes produced.

### Conclusion

In conclusion, this thesis has demonstrated that note-taking constitutes a complex, multidimensional cognitive practice rather than a mere mechanical act of transcription. The strategic use of diverse techniques—from linear methods such as the Cornell system to non-linear approaches like mind mapping—combined with the advanced skill of synthesising ideas from multiple sources, lies at the heart of effective academic learning and writing.

Empirically, the thesis has identified a critical temporal constraint: the substantial disparity between student writing speed (0.3–0.4 words/second) and lecturer speaking rate (2–3 words/second), which renders verbatim transcription impossible. Consequently, students develop compensatory strategies, including abbreviation and apocope, and rely on discourse markers such as board writing, dictation mode, headings, and macro-textual planning indicators.

Finally, this thesis challenges minimalist views of note-taking as mere rapid transcription for external storage. Instead, it advocates for recognising note-taking as an essential cognitive tool for transforming raw information into usable knowledge. Pedagogically, these findings underscore the urgent need for explicit, systematic instruction in note-taking skills across all disciplines, as such instruction is indispensable for academic success and lifelong learning.

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