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# REFLECTIVE REPORT

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# INTRODUCTION

This section shows that taking notes is an important part of a study strategy and looks at note-taking techniques so you can decide which are best for you, and that summarizing Skill is an essential, summaries should be clear and precise, providing the reader basic understanding of the history and literature, that it gives them a general fundamental for the same thing. About reflection skills refers to thoughts that deal with experiences of the past in terms of learning from such experiences and how to use them to upgrade performances in the future.

## Note-taking skills

Thus, taking notes is a crucial ability for consecutive interpreters. Mostly unintelligible due to its extreme specificity, it is meant only for the interpreter's immediate use as a memory-efficiency enhancer. But the author claims that it still has a system in place. An interpreter may be said to have developed a note-taking system once they become proficient at taking notes, which can then be guided by specific guidelines. The article offers Rozan's seven fundamental note-taking guidelines, which can help an interpreter become more proficient. Since skills are results-driven, the author also points out that mastering exceptional skills requires a lot of practice. The goal of taking notes is to improve memory efficiency; it is not a practice to record every word that is said. Only when memory efficiency is very high can the Note-taking Therefore, crucial details that are mentioned in a speech, like time, numbers, proper names of people and places, etc., should serve as the foundation for consecutive interpretation. Never forget that taking notes is not as important as accurate comprehension-based memory when it comes to guaranteeing accurate interpretation. Secondly, there is something oddly intimate about the interpreter's note. Skilled translators create their own methods for taking notes. While some employ hundreds of symbols, others employ nearly none at all. Any other reader would most likely be unable to understand the notes made by just one person. Therefore, it is neither desirable nor even feasible for a novice to mechanically duplicate "a system of notes" that has been employed for years by, say, a seasoned interpreter. A novice ought not to. The first step for those preparing to become interpreters in the future is to develop a note-taking strategy that works best for them. Consecutive interpreting requires the gradual development of good note-taking skills through practice. Making notes on the paragraph that follows can be a useful model for the methodical enhancement: I'm honored to be able to speak on the subject of "Change and Global Economy" at the conference. Systematic approach to improving note-taking A techniques indicates that while consecutive note-taking may contain many helpful guidelines and tips, there are no special techniques needed to train such a fundamental skill in consecutive interpreting; instead, novices in the field simply need to practice daily to gain experience.

## Summarising Skills

Effective summarizing, as Hedgcock and Ferris (2009) pointed out, depends on the ability to recognize and distinguish between important ideas that will subsequently be condensed into a few words, the majority of which are the author's own. Since summarizing is a recursive process of significant complexity, as noted by Kirkland and Saunders, summarizing is not a skill that students will naturally possess. Students should be specifically taught how to summarize, and they should also be provided with low-risk opportunities to practice these strategies. Students can be given the following tools to summarize pre-class (lecture or tutorial) readings, and can be encouraged to draw diagrams, underline topic sentences, and colour code textual elements:

1. The six-step process
2. Enumerate each paragraph's primary idea; Correction: (Denton et al. 2012, 125). It is possible to give templates or packages to students. One website that provides examples of thought maps is <https://www.mindmeister.com>. Based on the model developed by Archer et al. 2005, the main idea is positioned centrally, with examples, details, and other information noted in connecting links (Denton et al. 2012, 114–115). Cause-and-effect relationships can also be represented using mind maps (Denton et al. 2012, 105). Effective summary models could be helpful to students. Good summaries should be concise, include the main ideas, and use language that is different from the original and fits well in the new textual context. Bad summaries, on the other hand, should be too long, contain too much information, are irrelevant or incorrect, too general, and are made up of a patchwork of words that have been copied verbatim from the original. The "Know-Want to know-Learned" method can be used in lectures and/or tutorials, even though it was created to help kids with reading. Students are asked to briefly respond to two questions prior to class: "What I already know about this topic; What I want to know." They are also informed about the topic that will be covered. They write down what they learned in a summary form following class. One less formal way for students to summarize what they learned in class is to write a text message summary of the main points. Studies have shown that allowing students to share their work with classmates will improve their learning in each of these activities. It is possible to organize discussions so that all students, including EAL students.

# Reflection Skills

The word "reflection" itself was first used in many fields and many years ago. Buddhist teachings contain reflective competence precursors. John Dewey was the first to realize that one could reflect on issues that are genuine problems or challenges by just "thinking" about them. As a result, reflection was a crucial human activity that helped people remember, consider, and assess their experiences. It was also crucial for learning. However, Candy (1985) claims that students were not given instruction on how to reflect or given further support to enhance their reflective competence. The pupil did not practice on autopilot or take an active part in introspection. Put differently, teachers assisted students in developing reflective competencies by teaching and guiding them to. Students are encouraged to apply theories and practical experience to solve real-world problems through reflection. According to Morrow, reflective competence aided students in synthesizing and considering their practices-related learning. In this manner, prior to the presentation of the final decision, the engineering students took the time to reflect on their knowledge and actions. Through the use of reflection, students were able to quickly identify areas for improvement in their future learning. An essential first step in helping the student identify what motivated them on their own was reflection. Students examined novel situations where they generated new knowledge by applying reflective competence. The ability to reflect on experiences helped learners retain them better, which increased their capacity for future learning. As a result, it assisted the engineering students in analysing coincidences between the current and previous iterations of the same scenario. Lately, effective application of knowledge generated by the precise fusion of one's own evaluation and past experience was made for the current situation. In order to improve reflective competence, open-ended questions were posed to the students, who considered their answers rather than simply providing facts. Finding the answers to these queries was a contemplative process. As a result, learning will be deeper, and students will be encouraged to think critically and use questions to develop their own analysis of the experience and current situation.

# Conclusion

In conclusion, note-taking, summarizing, and reflection skills are essential for effective learning and personal growth. Note-taking Skills allow for the capture of key information in a structured way, helping to retain and organize knowledge for future reference. Summarising Skills further enhance understanding by condensing complex ideas into clear and concise points, making it easier to grasp the main concepts. Lastly, Reflection Skills foster deeper insight by encouraging critical thinking, self-evaluation, and application of knowledge to personal experiences. Together, these skills not only improve academic and professional performance but also support continuous self-improvement and lifelong learning.

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