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METHODOLOGICAL REQUIREMENTS FOR PREPARING INDEPENDENT WRITING ASSIGNMENTS AND FINAL THESES

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FOREWORD

While studying at college, students prepare a number of different independent written works. Usually, these are theses on various topics, course/project works, essays, reports, reports, documentary reports and, of course, final theses. All of them help the student to research phenomena related to future professional activities, develop skills in preparing a scientific paper, and have a number of common features. Therefore, in this publication, we aim to outline guidelines for independent writing and thesis preparation that would help students adhere to methodological, formalization, and language requirements, not get lost in the abundance of information, understand where to start and how to continue, and sometimes even go back to the beginning, without losing optimism that they will eventually finish the work.

What is important to know before starting to write any written work? First of all, writing such works is a creative activity, which is usually interesting, but also requires a lot of effort and intensive work. Therefore, you should always be ready to go back and, if necessary, clarify, supplement and change.

Where to start writing a thesis? First of all, from choosing a topic that should be interesting to the student and about which he wants to learn more. When it comes to starting the preparation of a thesis, it is necessary to consider that this work must show that its author is prepared for a certain professional activity and therefore can be awarded a professional bachelor's degree and / or professional qualification. Therefore, when starting a thesis, it is necessary to think carefully not only about the topic, but also about the study results and / or professional competencies that you want to demonstrate in the work. and to reveal the research object of the work.

What should you keep in mind when writing a paper? It is important to appreciate that it is only by writing that we learn to write. Therefore, having chosen a topic, it is necessary to get down to work, and while writing, always think about the audience for whom the paper is intended. Knowing the audience, the author can choose the appropriate format, level of detail of analysis, and appropriate terms.

When preparing any independent written work, you should consult with your teachers, as they have experience in preparing such works, are well aware of the theoretical context of the topic, the real practical situation, and will certainly be able to advise you on where to look for the necessary information and how to properly systematize and present it.

Most written works prepared in college have the characteristics of a scientific research paper. The largest in terms of scope and the most complex in terms of analysis performed in it, of course, is the final thesis. Its preparation requires special skills that are acquired by writing smaller works of varying complexity and depth.

The developers of this methodological tool hope that the advice provided in it will be useful for students preparing various independent written and final theses, and will help ensure compliance with formal requirements, scientific ethics, and the overall quality of studies.

1. PREPARATION OF WRITTEN WORKS

The college's study program descriptions stipulate that students write various written works on many subjects during their studies. The purpose of preparing independent written works is to collect material and analyze it from a selected aspect or to supplement already known subjects, to set a possible further analysis goal and tasks. The first works of this kind prepared by students cannot yet be equal to, let alone be called, scientific works, but they teach the skills of preparing a scientific work, and also help to find a unique writing style, learn to formulate theses, based on the most important theoretical considerations related to the chosen topic of independent work. Also, in independent works, the skills of proper citation, formulation and presentation of one's own thoughts are already applied. When writing independent written works, the student gradually moves from easier subjects to more complex ones, accumulates and systematizes information, and thus learns to work systematically and motivatedly.

It is important to note that independent written work may not be defined in the same way in different study programs. All works are divided into theoretical and empirical (or in other words, practical) scientific research works.

Theoretical work is work that usually does not go beyond the boundaries of the discipline, and its object is the methods of the discipline and the discussion of the diversity of concepts. In a theoretical work, the author polemicizes, compares, and complements existing theories.

The essence of empirical work is data collection, statistical calculation, analysis, comparison, and evaluation.

For independent writing assignments attributable papers, various research reports, presentations, document analysis reports, theses, coursework, project work, essays, professional competence portfolios, final and other works, depending on the discipline studied and the content and scope of the subject taught.

Independent written work is assigned to help students connect theoretical knowledge with practical skills, deepen theoretical knowledge of the subject, foster the ability to evaluate, analyze and summarize theoretical material, encourage the presentation of conclusions, develop independent work skills, the ability to analyze, creativity, and self-expression. The completed work must be presented to the students in the group and the teacher. This is how students learn to prepare reports and present them (this will be especially useful for students when preparing to publicly present and defend their final theses).

1.1. Paper

A paper is a written work that briefly examines one topic of the subject being studied, a summary of quotes from one or more authors, and their logical arrangement.

Papers are written in accordance with the general requirements for written papers.

Topics are presented to students by teachers of individual subjects. The paper can be read publicly in a group of students during the time allotted for lectures/seminars of that subject. By answering questions from lecture/seminar participants and the teacher, students learn to discuss and present their opinions in a reasoned manner – this is very useful for students when presenting their final theses. Therefore, the paper should not be underestimated as a lower-level independent work and remember how important it is to adhere to the principle *from easier to more complex*. When writing a paper, all the information available to the student on the chosen topic, found in books, scientific articles, the Internet and other sources, is collected. It is grouped, described and certain conclusions are presented.

The length of the papers is determined by the lecturer, but it cannot be less than 4 pages (8,000 characters) and greater than 15 pages (30,000 characters).

1.2. RESEARCH REPORTS

Typically, research reports are short-form empirical written works. Such reports can be presented in written or report form. This depends on the requirements set by the teacher. However, when preparing a research report, it is necessary to describe the research problem, the sample of subjects, the selection and preparation of research methods and instruments, discuss the ethical aspects of the research, the course of the research, present the main research results and conclusions. This form of independent work helps to develop skills in the methodology of conducting empirical research, learn to apply various research methods, and develop an analytical approach.

1.3. NOTICE

A report *is* a form of independent work often used during studies. When preparing reports, students can refer to their own coursework, abstracts, research reports, theses, scientific literature, and other sources.

The presentation is usually given up to 10 minutes, including the demonstration of all visual material. Another 10 minutes are for answering questions from the audience, comments, and observations.

The format of the report is not strictly defined, but the following structural elements are recommended:

1. Message topic/issue.
2. Justification of the problem chosen for the report.
3. Research object, goal and objectives.
4. The most important results of the theoretical or empirical analysis, their discussion.

If the report is prepared on the basis of empirical work, it is appropriate to present the most important aspects of the research characteristics - discuss the research methods used, the subjects (sample size), their selection criteria, the time and place of the research, and other, from the researcher's point of view, significant moments of the research;

5. Conclusions and recommendations.
6. Gratitude.

1.4. DOCUMENT ANALYSIS REPORT

The purpose of such reports is to accumulate certain information, which can later be used in the preparation of higher-level independent work, for example, a report. These reports usually have practical applied value - they are often used for professional purposes in a specific situation, for example, when searching for evidence to substantiate a certain problem. This can be, for example, an analysis of a certain specialist's monthly activity report, an analysis of court decisions, an analysis of meeting minutes, etc.

These reports could include internship reports prepared by students. They describe the internship completed at a specific institution, based on their observations, analyzed documents, possibly other applied methods, and in a narrative style, but at the same time presenting considerations and raising problems.

1.5. THESES

Theses – This is a special type of independent work, inseparable from the oral presentation of the work. Theses can be submitted in accordance with the requirements for a report. They are usually written while independently studying a certain subject, topic, but can be written specifically for scientific-practical conferences as statements revealing the main ideas of reports or articles. Theses are often called slightly different things. In some places, theses are all written material

submitted by the student, even analytical texts with appendices, in others - only the student's text is presented orally, raising a problem, the main theory, and the methods to be applied.

1.6. ESSAY

Essay – an individual student's written work that helps develop scientific thinking and formulate arguments. The purpose of the essay is to state an opinion based on scientific arguments and explain one's interpretation. When preparing an essay, scientific literature or other data is used, scientific methods and concepts are applied, the main attention is paid to the problem being solved and its treatment, knowledge of theories and the ability to consider them are demonstrated. The problem raised in the essay text must be analyzed, not simply described, and scientific literature (not experience) is used.

It is common that there is no unambiguous answer to the questions posed in the essay, and the presented statements and problems are evaluated from completely different points of view. Therefore, the student must read a lot of literature on the chosen topic and **clearly and reasonably state his critical attitude to the statements presented in scientific or other literature, the problems under consideration**. He must analyze them himself, propose solutions, outline possible research directions, and in a way invite them to a discussion.

Essays are distinguished from other student writings by their freer writing style, revealing the author's more open point of view, and allowing for a more subjective analysis and presentation of the situation. If a scientific essay is being prepared, despite the freer style, scientific concepts are used, scientific theories are relied on, and scientific sources are used in argumentation. When preparing an essay, the author must discuss the position of other authors, arguing in agreement or disagreement with their conclusions, interpretations, approaches, theories, etc.

The essay has the same requirements for formatting and work structure as a paper, but the essay may be smaller (the specific length is determined by the instructor). The length of the essay is determined by the instructor of the subject, but it is usually from 2 to 5 pages.

Possible essay structure:

1. Describe the topic, identify the problem, and raise a question that will be discussed throughout the paper.
2. *the main idea* precisely and clearly, and to develop it throughout the essay.
3. Describe what assumptions and general approaches prevail in the literature on the topic being analyzed, what terms and supporting words are related to it.
4. To raise the main questions examined in the literature and try to answer them. In doing so, one should try to clearly and reason the statements, indicate the problems, and their causes.

In a good essay, the author evaluates the strengths and weaknesses of the statements presented by other authors.

5. As you develop your essay, you need to decide which of the authors' ideas will be ignored or negative, and which will be linked, developed, and illustrated with examples.

6. The main idea should be developed as if the reader of the essay were sitting in front of the author of the essay (i.e., you) and you were presenting your thoughts to him, supporting them with solid arguments, data, quotes, and research results presented in the literature or known to you. An essay is like a hidden dialogue with the reader.

7. Writing conclusions.

1.7. PROFESSIONAL COMPETENCES PORTFOLIO

A professional competence portfolio is a collection of reflections, tasks, and individual experiences in professional activities, business, and practice; a collection of a student's practical work, documents, facts, or other evidence that demonstrates their participation in the learning process.

The preparation of a professional competence portfolio helps to reveal general and special competences acquired during formal, non-formal and informal learning, gives the student the opportunity to organize learning more successfully, to understand the goals of their professional activities, the possibilities for adjusting these activities, to evaluate and demonstrate their achievements, to learn based on experience. The compiled professional competence portfolio shows the achievements and professional growth of students. The competence portfolio can be a digital portfolio (e-portfolio) based on Internet technologies.

Recommended structure of the competence portfolio:

1. General information about the student: name, surname, study program, group, curriculum vitae (CV), motivation letter to the employer.
2. Student's practical experience, tasks and responsibilities.
3. Compliance of the skills acquired in the student's practical activities with the objectives of the study program or individual subject outcomes.
4. Methodological material: descriptions of meetings, activities, methods.
5. List of literature studied, summaries of material read and considered, copies, and clippings from literary sources.
6. Information or evidence about the student's abilities: general abilities (personal, social, communication, critical thinking and problem-solving, work and activity, use of IT, etc.); personal qualities (e.g. self-confidence, responsibility, perseverance, ability to take risks, self-determination, helping others and cooperation); special abilities based on certificates, letters of commendation,

various qualifications acquired (e.g. competition diplomas, prizes, exam grades, etc.); participation in the institution's community activities.

7. A student's action plan, which shows the learner's current situation (who am I now?), intended goals (where am I going?), set objectives (what steps will I take?), and ways to achieve the goal (how will I achieve it?).

8. Student self-analysis description. In it, the student provides his/her comments and observations about himself/herself in various situations (in an educational institution, at home, in the community, etc.), his/her hobbies and particularly liked activities, specific abilities, achievements, and future expectations (e.g., intentions to continue studying, areas of education, intentions to find employment, etc.).

9. Performance analysis diary, daily performance evaluation summary tables, examples of completed tasks (electronic version, printed).

10. Individual plans for a student's work in a simulated company, for a certain subject, semester or academic year: day, topic, week, internship period.

11. Reflections on problems and possible solutions, a bank of new ideas.

12. Feedback and recommendations from teachers and other specialists.

The portfolio of professional competencies should be clear and easy to assess, each piece of evidence in the portfolio should reveal the competence of its author (some documents may require a short explanation). It is important that all evidence is numbered and arranged in a logical order; the portfolio should be structured in such a way that it is easy to link evidence to individual documents, elements and performance criteria.

If the evidence provided in the portfolio only partially supports the student's achievements, the teacher may use additional assessment methods to assess the student's competence.

1.8. COURSEWORK / PROJECT WORK

In many cases of independent written work written by students at the College, a term paper can be identified with a project paper and is essentially the same. However, a lecturer teaching a certain subject may establish specific requirements for a project paper. In such a case, a term paper and a project paper will not be identical written works. In this subsection, we use the concepts of these two works as synonyms and discuss their identical requirements. A term paper/project paper is an independent scientific work of a higher level than other previously discussed independent works, designed to develop a student's abilities to use scientific literature and to analyze scientific practical problems of the chosen specialty. Term papers can examine a very large number of problems. This is determined by individual educational subjects. The topic can be both theoretical - problematic and

overview in nature, but whatever it is, it must be related to more general problems and the perspective of research work. Based on the skills of term paper, it is possible to write a really good final thesis.

Term papers usually have similar requirements to final theses, but they are smaller in scope. Term papers, like final theses, may be required to be defended.

Coursework allows students to acquire skills in preparing a scientific paper - searching for and accumulating theoretical material, learning to systematize it, identifying a problem, formulating an object, goal, and objectives, analyzing different theoretical positions, comparing and evaluating them, presenting conclusions, deepening theoretical knowledge of the subject, becoming interested in new scientific achievements, and developing independent work skills, creativity, the ability to make decisions, insight, diligence, and responsibility.

The length of a term paper, excluding appendices, should be up to 20 pages (approximately 40,000 characters). Unlike a final thesis, a term paper examines the chosen problem at a more theoretical level. When preparing a term paper, it is not mandatory to conduct and summarize research (in cases where empirical work is not specifically assigned). When preparing a term paper, it is recommended to adhere to the following structure (the approximate page size of certain parts is given in brackets):

1. title page (1 page);
2. table of contents (1 page);
3. an introduction, which must reveal the relevance and novelty of the topic, the reasons for choosing the topic, the research object, the goal of the coursework, tasks, applied research methods, and the structure of the coursework (1 – 2 pages);
4. basic concepts and terms (they are not mandatory) (1 p.);
5. theoretical or empirical part of the analysis (pp. 8 – 13);
6. conclusions (1 page);
7. list of cited and used sources of information (1 p.);
8. accessories (they are not mandatory)

The term paper shall include a title page of the relevant standard (see Appendix 2), a summary, lists of figures and tables are not required. The introduction shall more narrowly disclose the relevance and novelty of the problem selected for analysis, only theoretical or only empirical parts of the analysis may be included. The topics of term papers or project papers shall be discussed together with the subject lecturer. Students have the right to choose a topic from those offered or may propose their own, but this must be approved by the lecturer. The student's work shall be supervised by the lecturer teaching the subject - the coursework supervisor. When preparing a term paper, students must consult with the subject lecturer during the consultation time provided for in the schedule, and if necessary - contact other lecturers or practitioners. The duration, scope, consultation

schedule, reporting time and forms of coursework preparation are provided for in the study subject description and are discussed with the lecturer. The forms of reporting can be very diverse: a written research report, a term paper defense, an article in a student conference publication, a presentation of results at a conference. The same requirements apply to the defense of term papers as to final theses, but their defense is not necessarily public.

The final thesis may continue and complete the examination of a topic chosen in a coursework or project work. The final thesis may also be independent of the topic of the coursework or project work.

1.9. SOME GENERAL REQUIREMENTS FOR INDEPENDENT FOR WRITTEN WORKS

Whatever kind Independent writing is always creative, requiring creativity from the student. The scope of independent writing is not strictly regulated - it is left to the discretion of the teacher who assigns the task.

The topic of an independent written work should be so purposefully and well thought out (if a specific topic is not assigned) that it could be continued (by deepening it, analyzing it, for example, in an empirical work, if it has already been analyzed in a theoretical one) in other independent and course works. Working in this direction would allow students to form the direction of their specialty interests from the lower years.

In independent written works, **more extensive references to the works of other authors** that are closely related to the problem under study are allowed. The citation of other works in these works is greater. However, in these works, one must try to express one's thoughts in a different style - not the everyday colloquial style. It is necessary to learn to argue properly, to clearly distinguish one's thoughts from those of other authors. A mistake often found in works is excessive citation: if several quotations appear next to each other on one page (the text becomes as if "patched" from other people's thoughts) - it is already obvious that it is difficult for the author of such a work to break away from the point of view of other authors and freely present his or her own position. Another common problem is the retelling of textbook material, which certainly cannot teach one to think independently.

Since there can be a wide variety of types of independent work, it is quite difficult to fit their **content into general structural requirements**. We can only recommend that when writing an independent work, stick to a structure that is as close as possible to a term paper (if the type of work allows this).

On the other hand, the proposal to sometimes artificially focus all study work on the final thesis should not be made. Rewriting in independent written work should not be tolerated in any way, and an increasingly broader and deeper approach to the problematic issues under consideration should be developed.

2. PREPARATION OF THE FINAL THESIS

2.1. SELECTING A THESIS TOPIC

Choosing a topic is the initial stage of scientific research. The value of the future work depends on choosing the right topic. Choosing a topic is not as easy as it may seem at first. The topic must be relevant, i.e. important for the theory and practice of the scientific field, for the researcher himself, and also related to the interests of the researcher himself, of interest to him. The topic should be sought in an environment close to him, so that later the results of the research can be applied in his professional activities. Already at the initial stage of choosing a topic, it is necessary to take into account the possibilities of realizing the topic, i.e. whether there are enough material (books, articles, documents) and financial resources (organization and conduct of the research, transportation costs).

The chosen topic must be well formulated. Each study should examine a clearly defined and relatively narrow group of questions - only then will it be possible to better understand the phenomenon under study. Therefore, it is very important that the chosen topic is neither too broad nor too narrow. If the topic of the work is too broad, the researcher will not be able to cover everything, so the work may seem superficial. Choosing a narrower topic may leave the student no room to reveal all his talents and demonstrate his abilities.

In order to name and limit the research object as precisely as possible, it is advisable to use words in the title of the topic that describe the field of activity and the territory in which the research objects operate.

Thus, the topic formulation must clearly state the research object, problem, and environment. Examples of thesis topics from several study programs are provided.

Study programs of the Faculty of Business and Technology:

- The impact of planned investments of AB "Simega" on financial results and company value.
- Accounting errors and their correction at UAB "Medžio pasaulis".
- Image and reputation research at the recreation and seminar center "Dubingiai".
- Improvement of personnel organization and management at AB "Rokiškio sūris".
- Prospects for the development of cargo transportation services provided by UAB "Forza".
- Application of the active bioindication method and investigation of radioactive contamination in the city of Utena.
- Analysis of air pollution reduction methods and cyclone selection at the stone processing company "Klovinių paminkai".

- Modernization of the website of the Anykščiai District Municipality Liudvika and Stanislovas Didžiuliai Public Library.
- Investigation of electricity supply losses in the sewing workshop of AB "Utenos trikotažas".
- Expansion of the smoked cottage cheese assortment of UAB *Bagaslaviškio pieninė*.
- The influence of mixing on the production indicators of beef cattle on the farm of Paulius Marcinkevičius.
- Costume improvisations in youth clothing from European and Asian countries.
- Improving the customer loyalty program at *the Alaušo slėnis recreation and event center*.
- Control of the legality of administrative coercive measures of the State Border Guard Service in the Varėna detachment.

Study programs of the Faculty of Medicine:

- Analysis of the social integration of disabled people in the Visaginas Child Support Center.
- Analysis of violence problems in socially at-risk families in the Ignalina district.
- The realities and prospects of the activities of a social pedagogue as a professional advisor at Utena Adolfas Šapoka Gymnasium.
- Comparative analysis of zirconia and metal-based ceramic denture manufacturing technologies.
- The influence of individual oral hygiene and nutrition on pregnant women.
- The activities of a dental assistant during the treatment of children's deciduous teeth.
- Assessment of the content of nurses' professional competence in the rehabilitation team.
- The effect of cosmetic products with stem cells on mature facial skin.
- The effectiveness of physiotherapy in 4-6 year old children with specific movement development disorders.
- The effect of physiotherapy on the motor development of an infant with congenital hydrocephalus.

Thus, the topic should emphasize a problem or problematic aspect that exists in a certain field. When choosing and writing a thesis, it is necessary to know in which aspects the research object has already been studied in previously prepared thesis, and in which aspects nothing has been written about yet or very little has been written about.

The wording of the thesis topic must accurately describe the essence of the work. When formulating the title of the thesis or any other work, one should avoid overly long wording (the literature indicates no more than 11 words) - overly long wording misleads not only the reader, but also the author of the work.

As already mentioned, the value of the future work depends on the appropriate choice of topic, wording, and title.

2.2. OVERVIEW OF THE MAIN PARTS OF THE FINAL THESIS

2.2.1. STRUCTURE OF THE FINAL THESIS

The final thesis consists of the following parts (chapters):

1. title page;
2. work content;
3. work summaries in Lithuanian and foreign languages;
4. introduction to the work;
5. concepts, abbreviations and terms;
6. theoretical analysis of the topic (in technological study programs – the analytical part);
7. work assignment (this part is recommended in technological and biomedical study programs, specific requirements for the structure and content of the assignment are determined by the department);
8. practical - research (empirical) part (in technological study programs - design, implementation, economic parts):
 - presentation of research methodology and organization;
 - analysis of the results of research conducted at work;
9. conclusions and recommendations;
10. a list of literature and other sources of information used in the work (list of literature and sources);
11. appendices to the work (documents regulating compliance with research ethics, research instrument(s), larger-scale graphical representation of data, other material that is important from the author's point of view to substantiate the facts examined in the work).

Depending on the specifics of the work and the author's ideas, this structure may be modified, sections may be divided into parts, subsections, or combined into one, new sections may be added, renamed, etc. - however, it is not recommended to omit any of the previously specified sections (except for the appendices).

The scope of the final thesis is 40-50 pages (about 90,000 characters). **In cases where a student takes both a qualifying or final exam and writes a final thesis, the scope of this work may be smaller, i.e., 30-40 pages.** The scope of the final thesis includes a title page, table of

contents, summaries in Lithuanian and foreign languages, an introduction, theoretical and practical - research parts, conclusions, recommendations and a list of references. Appendices are not included in the scope of the final thesis.

2.2.2. TITLE PAGE

The title page (see Appendix 3) is the business card of the thesis. Therefore, it must be prepared with extreme care.

It must indicate:

1. full name of the college and faculty (at the top of the page);
2. the name of the department;
3. name of the study program;
4. job title;
5. name, surname, academic group number of the author of the work;
6. the pedagogical position of the supervisor (assistant, lecturer, associate professor, professor), name and surname (if there is an academic title written before the name and surname, e.g. Dr. Vardenis Pavardenis);
7. the pedagogical position of the thesis reviewer (assistant, lecturer, associate professor, professor), name and surname;
8. the pedagogical position (assistant, lecturer, associate professor, professor) or workplace and position held therein, name and surname of the work consultant (if any);
9. Place and year of work completion (at the bottom of the page).

2.2.3. WORK CONTENT

The content of the work is composed of the so-called constituent elements and division elements. The constituent elements can be called the summary in Lithuanian and foreign languages, which is named the same in the content of the works of students of all specialties, the introduction, the dictionary of concepts, abbreviations and terms, conclusions, the list of literature and appendices. The division elements are usually called the parts of the work, which are divided into sections, and these into subsections. The content of the work lists all elements in order, indicating their starting page number. The content must provide a detailed list of the appendices, figures and tables of the work, indicating on which page each appendix begins, on which each figure or table is presented. An example of the content of the work is provided in Appendix 5.

2.2.4. SUMMARY OF THE WORK

The summary is intended to help the reader quickly get to know the essence of the work. Therefore, its length should not exceed 3000 characters (recommended - no more than one page). The summary should indicate:

1. of the work (name, surname), title of the work, name of the student's study program, final thesis (e.g., final thesis of the Business Management study program), data of the supervisor (pedagogical position - assistant, lecturer, associate professor, professor, if any - academic degree, name, surname), institution (Utena College), faculty, department, place and year of thesis defense;
2. relevance of the work topic (2-3 sentences);
3. object of work, purpose of work;
4. the essence of the theoretical analysis is briefly revealed;
5. a brief description of the study is provided;
6. the main conclusions are presented (preferably from the study);
7. The practical significance and application possibilities of the work are identified.
8. 3-4 keywords are provided that describe the essence of the work.

The summary should not describe the details of the work. However, a summary that is too short is also not good. If the reader does not understand the essence of the work from it, they may get a wrong impression about the quality of the entire work. An example of a summary is provided in Appendix 4.

2.2.5. INTRODUCTION TO THE WORK

The introduction, based on the analysis of scientific literature and other information sources, must reveal **the novelty and relevance of the topic of the work**. In this sense, it is important to reveal the situation in terms of the problematic nature of the topic of the work in Lithuania, the world or a specific region, it is also important to show which scientists and practitioners have analyzed similar issues, in what aspects, what laws regulate the solution of the problem under study, where in the legal framework there are problems, what has already been done in the context of solving the topic under analysis. in practice, in scientific practical discussion, and where there are still issues to be addressed, what they are, etc. When justifying the relevance of the chosen topic, it is especially important to rely on sources of scientific literature and statistical indicators, not forgetting their value in terms of novelty (it is recommended to use statistical data no older than five years, preferably the most recent). In the introduction, the graduate student should also **highlight the main problem of his research**, formulating it in terms of a specific issue.

The introduction must describe **the object of the work (the research object of the work)**, formulate **the goal and objectives of the work**, justify why and how they can be achieved. How the reader understands and evaluates the goal and objectives of the work may determine his attitude to the entire work: the research methods used in it, the results obtained and conclusions. The wording of the object of the work, the goal and the title of the work must correspond to each other, for example, if the title of the work is “Development of rural tourism services in the Utena district”, then the research object of such a work should be – *development of rural tourism services in Utena district*, and the aim of the work is *to analyze the possibilities of developing rural tourism services in the Utena district*. The work tasks must also coincide with the names of the major sections provided in the content. For example, if the content provides for writing a section entitled " Fraud composition elements and signs and features of qualification", then the formulation of the task revealing it should be as follows: *analyze / to reveal the elements and signs of fraud and the characteristics of qualification*. It is recommended to write the purpose and objectives of the work separately and highlight them **in bold**.

The introduction should state what **work/ research methods** were used in preparing the work. Most often, students' final theses use quantitative empirical research methods such as written surveys (questionnaires), testing, statistical data analysis (mathematical statistics), qualitative empirical research methods - document analysis, case analysis, oral survey (interview, expert survey), interview text content analysis (Content analysis), observation, case analysis, theoretical methods - analysis of scientific and subject literature, analysis of Internet sources, comparative analysis, meta-analysis, generalization, synthesis, linguistic analysis, etc. Also, specific methods may be applied in the final theses of students of certain specialties (for the respiratory system - VLC (vital lung capacity, respiratory rate, Stange test, Hensch test, etc.), for the cardiovascular system - (MAX VC - maximum cardiac output, 6-minute walk test, Borg scale, BP measurement, Karvonen method, etc.), for body weight - BMI (body mass index, Brock index, etc.), for gait - absolute leg length, relative leg length, THOMAS test, Ober's test, Trendelenburg test, Lovett test, Apley test, etc., subjective pain scale, balance and coordination tests, Bobath test, etc. When presenting the methods, it is important to indicate the purpose for which they were applied.

It is desirable that the graduate student indicate the purpose of applying each of the research methods chosen by him/her, provide **a brief description of the empirical research** (when the research was conducted, in which institution or other environment, what research contingent or material (e.g. documents), what and why such a sample of subjects was used, what instruments were used (questionnaires, interview questionnaires, lists of criteria for document analysis, etc.).

After presenting the above-mentioned elements of the introduction, a list of study results and/or professional competencies revealed in the thesis is provided. The introduction should describe

the practical significance of the work and its applicability (where and in which institutions the specific research results can be applied).

At the end of the introduction, it is suggested to indicate the general **structure and scope of the work**, for example: the work consists of an introduction, 3 parts, 3 conclusions, a 46-item bibliography; the scope of the work without appendices is 52 pages.

In order for the reader to easily follow the author's thought, each statement in the introduction must be substantiated and logically connected to the one before it. It is recommended to use sentences of the following type in the introduction: "*The object of this work is ...*", "*The purpose of this work is ...*". However, this does not mean that the entire introduction must consist only of sentences of this type. For example, after writing the sentence "The object of this work is ...", you can further describe the object in more detail or provide the necessary explanations.

When preparing the introduction to study programmes in the field of technology and biomedicine, other requirements related to the specifics of the programme may also be envisaged.

The introduction must lay the foundation for everything that will be analyzed in the following chapters, that is, it must reveal the essence of the entire thesis.

2.2.6. CONCEPTS, ABBREVIATIONS AND TERMS

When compiling a description of concepts, abbreviations and terms, it is important for the author of the work to remember that having all the definitions in one place makes the thesis easier not only to write, but also to read. Concepts should be presented in alphabetical order, with each one indicating the source on which it is defined. This list should not be particularly long - it is good if the student manages to fit it on one page. If the student also provides abbreviations of concepts used in the work, a comment on their meaning must also be presented in this section, indicating that the corresponding abbreviation will be used further in the work.

2.2.7. THEORETICAL ANALYSIS OF THE TOPIC

This part of the work must review and analyze **the main works** (i.e., various literary sources) **in which the analyzed issues are related to the topic of the final thesis** or they describe the methods and, when applying them, the results obtained, which the graduate used in his work, these are: monographs, scientific articles, legal acts, reports and reports, works of other graduate students, Internet sources and other (usually non-scientific) sources.

When analyzing scientific literature and other sources of information, it is not enough to summarize the thoughts of other authors, as is usually done in abstracts. The author should evaluate,

analyze, compare the accumulated material, the thoughts of different scientists or practitioners, the statements of various theories, etc. The theoretical analysis of the topic should not include sources that present thoughts, the results of research that are not directly related to the thesis or that the author does not understand.

Theoretical analysis must be the basis of the written work , in which the author, by showing the work done by other authors, reveals the essence of his work, justifies his goals, chosen methods and theories.

The theoretical analysis part requires answering the following questions :

1. What significant achievements have been made in the chosen field of activity in terms of the topic of the final thesis?
2. What is typical of the work done by other researchers? What principles and concepts formulated in them can be applied and modified in the final thesis?
3. What is the relationship between the works analyzed or the individual ideas and theories presented in them?
4. What theories and models exist that can and are intended to be used in the final thesis?
5. What and in what ways could be supplemented and improved in specific professional practice and in the work of other researchers?
6. What needs to be added or improved and why?

The theoretical analysis part requires citations and references to the works of other researchers, scientific, periodical and other literature sources. In order for the work to be smooth and coherent, it is advisable to summarize all parts, chapters and subsections of the work, concisely describing what was revealed and how it contributes to achieving the goal or objective of the work. If possible, it is advisable to mention in the summaries the study results that were presented in the introduction.

There is a lot of information that is more or less related to the work being written, and there is little time to analyze it. On the other hand, the less one reads, the more difficult it is to answer the questions raised earlier. In order to save time and not forget what has already been read, it is advisable to have notes in which the main thoughts, ideas, problems read, possible ways to solve them and comments on their significance for the work being done would be recorded.

2.2.8. PRACTICAL - RESEARCH (EMPIRICAL) PART

The reader of the paper should see that the practical part begins after the theoretical analysis. It is best if this is evident from the title of the research part, which should be consistent with one of the tasks of the paper (usually the last one). For example, if one of the tasks of the paper is “to

investigate the possibilities of developing rural tourism services in the Utena district”, then the title of the research part should sound something like this: *Research on the possibilities of developing rural tourism services in the Utena district* .

The requirements for the design, implementation and economic parts of technological study programs are established by the department.

2.2.8.1. PRESENTATION/JUSTIFICATION OF THE RESEARCH METHODOLOGY AND ORGANIZATION

This section should explain how the results of the research(s) conducted in the paper were obtained, therefore, when describing the research methodology, it is important to state:

1. the purpose of the research (it usually coincides with one of the work tasks);
 2. location of the study;
 3. what is the research concept, i.e. how will the research be conducted, what research methods will be applied, how will the collected data be analyzed, etc. and what is the basis for its preparation (e.g., the analysis carried out in parts 1 and 2 of the work).
 4. what characteristics, criteria, and indicators of the study have been identified (a table describing them may be provided);
 5. what research methods were used and why;
 6. how to create research instruments - questionnaires, interview questionnaires, document analysis forms, etc., e.g., a questionnaire consists of three blocks, in the first..., in the second..., etc. (It should be noted that a student may also use research instruments created by other authors in his/her work - in this case, he/she must indicate the author of that instrument and the source from which he/she took it);
 7. what is the sample size and why is it set that way;
 8. how ethical issues related to the research are addressed (permission to conduct research, research conditions and researcher obligations, etc.);
 9. If documents are being analyzed, what documents are they?
 10. how research results are presented and analyzed.

In order to demonstrate the representativeness of the study, it is necessary to describe not only the methods used to collect the data, but also how the data was analyzed. **Why is it important to explain this?** Because **the results are obtained methods and tools can influence them** . For example, when surveying students about their assessment of the quality of teaching in a subject using a questionnaire with pre-formulated questions and answers, results may differ from

those obtained using an unstructured interview method, where questions and answers are not restricted.

The evaluators will want to know **whether the results were obtained using methods that are reliable in this area of activity**, for example, if questionnaires with pre-formulated questions and answers are used to study the quality of teaching in a subject, it is important whether the questions and answers are sufficient to obtain reliable results. In the case where the question "How do you rate the quality of teaching?" is allowed to choose only one of the two answers "very good" and "good", the results obtained will be considered unreliable because the respondents were not given the opportunity to respond negatively.

There are many and varied research methods. Some of them *are designed to collect information (data)* (e.g., analysis of scientific literature, questionnaire survey, experiment), others - *to analyze the collected information* (systematization, comparison, abstraction), and still others - *to create new knowledge or objects* (e.g., modeling, design, planning). The selected **work and research methods must meet the objectives of the work**. For example, in order to determine the reasons why students negatively assess the quality of teaching of a certain subject, *the method of analyzing the attendance of this subject* will not meet the objective of the work. The most appropriate research method in this case would be a questionnaire survey or interview.

Often the same problem can be solved by several different methods, therefore, if only one is used, it should be argued why this particular method was chosen and not another. *Ideally, several different research methods are used*, and the results obtained from them are compared with each other and the most appropriate one is selected with arguments (in this case, if possible, it is desirable to present the comparative criteria in one graphic image - a picture).

It should be taken into account that the work is written for readers who are specialists in the field, therefore, when describing the research methodology, one should not be meticulous and describe all the details of the research, which would make it difficult to read the work. If the research method used is described in the literature, it is enough to mention it in the work, indicating the source in which this method is described, the author or authors, the title, the year of publication and the pages. It is much more important to discuss the peculiarities of applying a lesser-known, less frequently used research method (e.g., content analysis, sociometric research, etc.) to achieve the goals of your work. When describing the methodology, one can also emphasize those moments when difficulties and obstacles were encountered during the preparation of the work. A description of how these obstacles were overcome can interest the reader and create the impression that the chosen work methodology was well thought out.

2.2.8.2. ANALYSIS OF RESEARCH RESULTS

This chapter analyses the results of the empirical research conducted during the preparation of the thesis. It should not be forgotten that it is not only important how they are obtained, but also how they are presented to the reader.

When presenting research results, it is recommended to adhere to the following principles:

1. present only the most important and final results, intermediate results (figures, tables) can be presented in the appendices of the work;
2. try to present the results visually: in drawings, graphs, tables, diagrams, formulas, numbers;
3. Each visual form must be accompanied by an explanatory text or discussion. This text must be concise and not repeat what is shown in the visual forms.

When analyzing and interpreting the research results, it is important to provide:

4. the author's comments on whether the results obtained are as expected;
5. explanations of results based on relevant theories, models, etc.;
6. comparisons of results with the results obtained in the works analyzed and cited in the theoretical part of the work;
7. a summary of the results, which must be logical and not repeat what has already been said. When comparing the results with those obtained in other works, it is necessary to indicate their similarities, differences and, if possible, provide explanations.

2.2.9. CONCLUSIONS AND RECOMMENDATIONS

Conclusions are particularly important because they clearly demonstrate whether the purpose and objectives of the work have been achieved. In addition, some readers (including evaluators) tend to pay attention to them first. After reading the conclusions, they may form a preconceived opinion that will determine their attitude to the entire work (and perhaps even influence the evaluation).

The conclusions must answer the following questions:

1. whether the work objective has been achieved;
2. what was learned, achieved, and done during the preparation of the work;
3. what remains to be learned, achieved, and done by others who continue research on similar issues;
4. what are the advantages and disadvantages of the work performed;
5. where the results of the work can be applied and what benefits can be expected from it;

6. what are the possible recommendations regarding the use of the work results.

When writing conclusions, the following guidelines should be followed:

1. Conclusions **must be concise**. They must not contain unnecessary, non-essential details (e.g., estimates of statistical criteria obtained during the study, percentages, etc.), because conclusions are not intended to detail the methodology or the results obtained. Other sections of the work are intended for this.

2. The conclusions **must correspond to the purpose and objectives of the work**. It is usually *suggested to formulate the conclusions as specific answers to the work tasks*. Therefore, *it is recommended to prepare as many conclusions as there are tasks*. They must be numbered, cannot be too long, and they should not repeat the same text that is already presented in the final thesis text. The conclusions cannot repeat the same text that the author has already written in the summaries of the parts of the work, and any quotations and abstract, so-called "*empty*" statements are also not recommended.

The work evaluators will definitely look at what the purpose and objectives of the work were, and based on the conclusions, they will decide whether they have been achieved. Therefore, it is appropriate to try to show this in the conclusions. It is recommended to formulate the conclusions by paraphrasing the words of the task formulation. For example, if the task begins: *To reveal the most common causes of domestic violence*, then the conclusion could begin as follows: *The most common causes of domestic violence are considered to be*. Continuing this formulation of the conclusion, it would be advisable to present the most important information in a structured way - listing the most important revealed points point by point.

3. In the conclusions, it is important to emphasize **the significance of the work performed** in the widest possible context (for example, how this work can affect people working in a specific professional sphere, the activities of specific institutions, etc.). This significance is also demonstrated at the end of the introduction to the work, identifying **the practical significance and application possibilities of the work**.

4. The conclusions can **mention the difficulties** that arose during the work, and some of **the shortcomings of the work that arose as a result**. Pointing out the gaps and inaccuracies in your work, while explaining the reasons for their occurrence, is not a disadvantage, but an advantage, showing that the author is honest, thorough and competent.

5. Special attention should be paid to the conclusion that links the research objective and the research goal, revealing the most important points that emerged during the research.

Since most of the final theses prepared at the college are of a practical nature and related to the activities of certain specialists, specific companies and organizations, they may contain **recommendations** focused on improvement of the activities of these specialists, companies and

organizations. Recommendations should be formulated based on the results of theoretical or empirical research conducted in the work, indicating what is specifically proposed to be changed, updated, improved. It is desirable that they be specific, practically implementable, purposefully intended for specific companies, institutions or specialists, and not formal and global.

2.2.10. COMPILATION OF A LIST OF LITERATURE AND SOURCES

The list of references must be presented according to the rules. There are various international standards for bibliographic references, citation styles or methods, such as the LST ISO 690 and LST ISO 690-2 system approved in Lithuania, APA (American Psychological Association), Vancouver style, and others. All of these There are several systems for compiling bibliographic references - a list of references - that are correct and usable. However, **college students should choose one of them when writing a paper.**

Below are general examples of how to prepare a bibliography, following the LST ISO 690 and LST ISO 690-2 system or the APA (American Psychological Association bibliographic listing system). However, we draw students' attention to the fact that both cited and unpublished works may be used in the final thesis, e.g., presentations read at conferences, scientific articles submitted to the press, etc. When providing descriptions of such sources, the general principles of the selected bibliographic description system should be followed, writing in brackets, e.g., presentation read at a conference, article submitted to the press.

2.2.10.1. APA (AMERICAN PSYCHOLOGICAL ASSOCIATION) STYLE

Books (monographs, textbooks, fiction)

Paliulis, N.; Chlivickas, E.; Pabedinskaitė, A. (2014). *Management and Information*. Vilnius: Technika.

Kleiner, FS; Mamiya, CJ; Tansey, RG (2001). Gardner's art through the ages (11th ed.). Fort Worth, USA: Harcourt College Publishers.

A book authored by an organization or group of people, In the bibliography, the first letter of the title is used. When the author and publisher are the same, the publisher is indicated instead of the title: Author, e.g., Lietuvos statistikos departamentas (2014). Lithuanian Statistical Yearbook. Vilnius: Information Publishing Center.

The book compiled/prepared by the editor(s) is listed as follows:

Jucevičienė, P. (Ed.). (1996). Comparative Education. Kaunas: Technologija.

Gibbs, JT, & Huang, LN (Eds.). (1991). Children of color: Psychological interventions with minority youth. San Francisco: Jossey-Bass.

Marinskienė, N. and Markevičienė, R. (Eds.). (1993). Lithuanian Press Statistics. Vilnius: BKC.

For publications with more than one editor, one main surname can be indicated and added - "et al." or „etc.”

Book chapter or article

Kundrotas, V. (1993). Methods for improving selection to Lithuanian higher education institutions. A. Čižas et al. (Ed. col.), Engineers' training in Lithuania (pp. 70-78). Vilnius: Technika.

Roll, WP (1976). ESP and memory. In JMO Wheatley; HL Edge (Eds.), Philosophical dimensions of parapsychology (pp. 154-184). Springfield, IL: American Psychiatric Press.

Petrauskas, J. Theory of Relativity (2004). Lithuanian Encyclopedia (Vol. 3, pp. 321-322). Vilnius: Mokslas.

Bergmann, PG (1993). Relativity. In The new encyclopedia britannica (Vol. 26, pp. 501-508). Chicago: Encyclopedia Britannica.

Journal article, conference proceedings

Večkienė, N.; Ramanauskaitė, A. (2006). Cognitive and educational models and their influence on the organization of education. Social Sciences: Edukologija, 2 (6), 48-55.

Cudak, M.; Karcz, J. (2006). Momentum transfer in an agitated vessel with off-centered impellers. Chem. Pap. 60(5), 375-380. DOI: 10.2478/s11696-006-0068-y.

Jonaitienė R. (2014). Prerequisites for the application of different management styles in small businesses. Trends in modern market economy: proceedings of the international conference, 2014. September 18-19 (pp. 15-19). Kaunas: Technologija.

Field, G. (2011). Rethinking reference rethinking. In Reveling in Reference: Reference and Information Services Section. Symposium, 12-14 October 2011 (pp. 59-64). Melbourne, Victoria, Australia: Australian Library and Information Association.

Electronic sources

Kšivickienė D. (2006). Manifestations of Poverty in the Lithuanian Village . Lithuanian University of Agriculture. Retrieved 2015-05-10, http://images.katalogas.lt/maleidykla/61p_pried_081.pdf.

Johnson, A. (2000). Abstract Computing Machines. Springer Berlin Heidelberg. Retrieved March 30, 2015, from SpringerLink. <http://springerlink.com/content/w25154>. DOI: 10.1007/b138965.

Ardickas P. (2016, January). What future awaits higher education in Lithuania? Retrieved 2016-02-12, <http://www.mokslolietuva.eu/145-22>.

Walker, J. (1996, August). APA-style citations of electronic resources. Retrieved November 21, 2014, from <http://www.cas.usf.edu/english/walker/apa.html>.

Consumer opinion surveys conducted in 2015. Retrieved 2016-05-18, <http://www.stat.gov.lt/statistikos-vartotoju-nuomoniui-tyrimai>.

Scientific work (doctoral dissertation or other)

Gudavičius, A. (1994). The Influence of Economic Factors on the Demographic Situation of Lithuania. Doctoral Dissertation, Vilnius University.

Begg, MM (2001). Dairy farm women in the Waikato 1946-1996: Fifty years of social and structural change. Unpublished doctoral dissertation, University of Waikato, Hamilton, New Zealand.

2.2.10.2. LST ISO 690 AND LST ISO 690-2 SYSTEM

Books (monographs, textbooks, fiction)

SINKEVIČIUS, Vytenis. *AutoCad 2005-2006 Basics*. Kaunas: Smaltija, 2006. 853 p. ISBN 9955-551-88-7.

LOMINADZE, DG *Cyclotron waves in plasma*. Oxford: Pergamon Press, 1981. 205 p. ISBN 0-08-021680-3.

Lithuanian Codes of Ethics, Regulations, Rules. Compiled and introduced by Gediminas Butkus. Vilnius: Legal Information Centre, 2006. 336 p. ISBN 9955-557-87-7.

Book chapter or article

GUDAVIČIUS, E. Traidenis. In *Where We Came From*. Kaunas: Šviesa, 1988, pp. 23–26.

ŽALYS, Aleksandras. Klaipėda University. From *the Encyclopedia of Lithuania Minor*. Vilnius: Vaga, 2003, vol. 2, pp. 143-145.

WRIGLEY, EA Parish register and the historian. In STEEL, DJ *National index of parish registers*. London, 1968, vol. 1, 155-167.

PETRAUSKAS, Jonas. Theory of Relativity. In *Lithuanian Encyclopedia*. Vilnius: Mokslas, 2004, vol. 3, pp. 321-322.

BERGMANN, PG Relativity. In *The new encyclopedia britannica*. Chicago: Encyclopedia Britannica, 1993, vol. 26, p. 501-508.

Journal article, conference proceedings

SAVICKIENĖ, Virginija. New publications of the national bibliography. *Among books*, 2007, December, pp. 13–14.

VALENTAS, Skirmantas. Poetic Baltic Studies: Vladas Braziūnas's (Openings). *Lituanistica*, 2007, vol. 69, no. 1, pp. 88-102.

WEAVER, William. The Collectors: command performances. *Architectural Digest*, December 1985, vol. 42, no. 12, p. 27-30.

ALEKSANDRAVIČIUS, Jonas. Modern technological solutions for teachers. *Educational science – to help with educational reform*, Proceedings of the International Conference, 2015. November 15-17. Vilnius: Vilnius University, pp. 54-61.

Electronic sources

GU DONIENĖ, Vilija. Political Society and Information. In *Information Sciences* [interactive]. 1998, no. 9 [accessed 9 November 2001]. <<http://www.leidykla.vu.lt/index.html>>.

TONE, N. The Globalization of Europe. From *Harvard Business Review* [interactive]. June 1989 [accessed 5 June 2006]. <<https://www.ebscohost.com/>>

CARROLL, Lewis. *Alice's adventures in Wonderland* [interactive]. Texinfo ed. 2.1. [Dortmund Germany]: WindSpiel, November 1994 [accessed 25 March 2015]. <<http://www.germany.eu.net/books/carrol/alice.html>>.

Lithuanian Economic Review March 2016 [interactive]. Ministry of Economy of the Republic of Lithuania [accessed 17 May 2016]. < http://ukmin.lrv.lt/ukmin/Apzvalgos/2016_ekonomikos_apzvalgos.pdf >.

"Interesting Engineering": The Secrets of Asphalt [interactive, accessed 8 May 2016]. Available online: < <http://mokslasplius.lt/naujienos/idiomioji-in/BEinerija%E2%asfalto-paslaptys> > .

Scientific work (doctoral dissertation or other)

GU DAVIČIUS, Antanas. *The influence of economic factors on the demographic situation of Lithuania* . Doctoral dissertation. Vilnius: Vilnius University, 2006.

BEGG, MM (2001). *Dairy farm women in the Waikato 1946-1996: Fifty years of social and structural change*. Doctoral dissertation. Hamilton, New Zealand: University of Waikato, 2001.

2.2.10.3. COMPILATION OF A BIBLIOGRAPHICAL LIST OF LEGAL ACTS

In their final theses, students often refer to, cite, and provide references to various legal acts. Since the previously discussed bibliographic description systems do not detail how legal acts should be described, we provide some recommendations on how to do this.

Regulatory acts

Constitution of the Republic of Lithuania //Official Gazette, 1992, No. 33-1014.

Law of the Republic of Lithuania on Science and Studies // Official Gazette, 2009, No. 54-2 140 .

Civil Code of the Republic of Lithuania // Official Gazette, 2000, No. 74-2262.

Resolution No. 405 of the Government of the Republic of Lithuania of 27 March 2002 "On the Approval of the Regulations on the Organization of Child Care" // Official Gazette, 2002, No. 14-301.

Resolution No. XII-1537 of the Seimas of the Republic of Lithuania of 10 March 2015 "On the National Anti-Corruption Strategy of the Republic of Lithuania" "Approval of the 2015–2025 Programme" // Register of Legal Acts (or TAR), 2015-03-16, No. 3856.

Order of the Minister of Education and Science of the Republic of Lithuania of 27 May 2016 No. V-499 "On Approval of the Regulations of the Education Portal Information System" // Register of Legal Acts, 2016-05-30, No. 14234.

Case law

Supreme Administrative Court of Lithuania, 2015. August 28. ruling in administrative case No. N ⁵⁴⁷ -5217/2015. Retrieved 2015-10-15, <http://www.lvat.lt/Defaultt.aspx?item/nutart&lang1>.

Supreme Court of Lithuania, 6 February 2015, ruling in civil case No. 3K-3-15-701/2015. Retrieved 30 January 2016, <http://eteismai.lt/byla/35820816667740/3K-5-51-248-2015>.

In law study program final theses, the list of literature and sources must be compiled in a certain order:

1. Regulatory legal acts. Laws are presented first. The Constitution of the Republic of Lithuania must be written in the first position (if it was used in the work), then - in alphabetical order - other laws, codes, resolutions of the Government of the Republic of Lithuania, Seimas, orders of ministers, etc. are listed .
2. Legal acts of foreign countries.
3. Case law (cases of the Supreme Court of Lithuania, the Supreme Administrative Court of Lithuania, regional and other courts).
4. Special literature (monographs, scientific articles, etc.), electronic sources.
5. Electronic sources (websites, electronic documents, etc.).

2.2.11. APPENDICES

Appendices – are mandatory in the final thesis, in which the author, at his/her discretion, provides certain material necessary to substantiate the information and illustrate it. Examples of research instruments (questionnaires, interview questionnaires) must be provided in the appendices of all works. Appendices must be numbered, they must have a title, if they were not compiled by the author of the work himself/herself, the source must be indicated (as in the case of all other information

cited in the work, following the same citation system). The appendices contain documents substantiating the ethics of the author of the work - the researcher: permission from the institution or a request to conduct the research, if necessary – in the works of students of certain specialties (e.g., general practice nursing, etc.) – a research subject information form, a research subject consent form, etc.

2.3. FINAL THESIS PREPARATION

2.3.1. GENERAL CLEARANCE REQUIREMENTS

A well-organized thesis demonstrates the student's overall level of literacy. In order for the thesis to be easy to read and understand, sufficient attention must be paid to the format of the written work.

A precise statement of formatting requirements and the provision of examples can help college students properly format their final thesis.

The final thesis is submitted printed on A4 paper sheets in Times New Roman font, 12 pt size, leaving 1.5 line spacing. It is recommended to leave the following margins: left – 3 cm, top and bottom – 2 cm, right 1 - 1.5 cm. The first line of the paragraph is written further from the edge, by pressing the *Tab key once (usually 2.2 cm.)* button. Pages are numbered with Arabic numerals, starting from the second page, usually in the middle of the top margin.

The first page of the thesis is **the title page**. A sample of it is provided in Appendix 3.

The content requirements depend on the specifics of the specific work. The chapters, subsections and other smaller parts of the work are numbered with Arabic numerals. Subsections are numbered only within the chapter. Therefore, the sequential number of the subsection begins with the chapter number and the subsection number within that chapter, which are separated by dots, for example, 2.1, 2.2; 3.1, 3.2, etc. If the text is further divided into smaller parts, they are numbered according to the same principle: the first number indicates the chapter number, the second - the subsection number, the third - the number of the smaller part, for example, 2.1.1, 2.1.2, 2.1.3, etc. **Introduction, summaries, conclusions, list of literature and sources, the page where APPENDICES are written are not numbered either in the text or in the table of contents**, but are written in capital letters and in bold. A summarized sample of the work content is provided in Appendix 5.

tables and figures when writing their final thesis. Figures are all visual material, except tables (graphs, diagrams, charts, pictures, drawings, photographs). The source of each table and figure must be indicated. If the table or figure was compiled by the author himself, it must be indicated on

the basis of which sources he did so. All tables and figures without references are considered to have been compiled by the author himself. However, this must be noted in the introduction or next to the first figure or table of his work.

Tables and figures must have titles and numbers. These work elements are numbered, if there is more than one, as follows: Table 1, Figure 1. The fonts used in tables and figures may be different in size from those in the text. The titles of the tables are written above the table in the middle of the sheet. The table number is written above its title on the right side of the sheet, the figure number and title are written below the figure (see Appendix 6).

Tables and figures presented in the text should be compact and not occupy more than one page. Larger tables or figures are usually placed in appendices. Appendices must have their own numbering. It is not advisable to divide a table, and even more so a figure, and present it on two pages; if possible, it is better to print them on one. If there is not enough space on the page, the table does not necessarily have to be presented immediately after the reference to it. Then the table can be presented on the next page. If a table has to be divided into two or more parts (e.g., in the appendix, and sometimes in the text), then at the bottom of the first (second, third, etc.) part, on the right side, it is written, for example, "Table 2 continued on the next page", and before the moved part of the table, "Table 2 continued".

Tables and figures must be discussed and analyzed in the text. If a table or figure inserted into the text is not commented on or analyzed, it is more difficult for the reader to understand the issue under consideration. At the same time, descriptions of tables and figures should be avoided. It should be noted that all tables and figures must also be reflected in the content of the work.

The thesis must be written in clear language, in a coherent scientific style, and it is recommended to use the third person when presenting ideas. *In order to ensure the quality of the thesis in this sense, the supervisor may require that the language be checked and, if necessary, edited by a Lithuanian language specialist.* When preparing a paper, it is mandatory to adhere to the principles of scientific ethics, which oblige to avoid *plagiarism* (appropriation of someone else's authorship, ideas, statements without indicating authorship) or excessive quoting of other authors' works, relying on them. Therefore, as stated by Unikaitė I., Ivanovas B., Gedutis M (2006) and others, it is recommended not to quote more than 500 words from one publication or book in written works, since, according to the practice generally accepted in Western Europe and the USA, this is considered a violation of scientific ethics. When writing a final or any other written work, one cannot falsify facts or present unproven facts. The author of the paper must be as neutral as possible, presenting not only theories suitable for his or her work, but also opposing them. For example, if the author presents theories that claim that nuclear power plants are not sufficiently safe and are detrimental to international stability, he should also mention those theories that argue that nuclear power plants are

relatively safe and do not have a negative impact on international stability. In order to ensure the quality of the final thesis, the student must rely on sufficient research material. The requirements for written culture are presented in Appendix 9.

2.3.2. CITATION OF LITERATURE AND SOURCES, PROVIDING REFERENCES IN THE TEXT

All sources cited in the thesis must be included in the bibliography. Conversely, only authors mentioned in the text are included in this list. There is no single accepted citation method. The following are the more popular and well-known ways of citing and citing references: in the main text, in a footnote, at the end of the paper. It is recommended that the student choose and use one of these in their work.

in the main text can be displayed in various ways. If the author is mentioned in the text, then only the year of publication of the source of the thought expressed by him is indicated in brackets. For example: Sekliuckienė stated that “during development activities, the resources of the organization are constantly developed and improved in order to use them as efficiently as possible” (2007, p. 15). If the author is not mentioned, then the surname and the year of publication are written in brackets after his thought. For example: The formation of entrepreneurship is a dynamic process that depends on the coordination of internal (innate) entrepreneurial qualities with acquired ones, in order to achieve the final result (Lukauskas, Kairienė, 2006). **If the author’s thoughts are quoted verbatim, they should always be written in quotation marks, indicating the page number from which the quote was taken.** For example: “Education reform adjusts the direction, content, and methods of education and learning” (Sakalauskaitė, 2006, p. 77). If the work presents paraphrased thoughts of other authors, then the author’s surname and year of publication are indicated. Problems arise when providing the author when there is not one but several authors in a book or article. When there are two authors, their data is provided in the same way as for one. When citing or providing a reference to a source prepared by 3-5 authors, the surnames of all authors are written the first time, and in subsequent times only the first is written and added *etc.* For example: In order to achieve effective organizational development, it is necessary to analyze human relations in a team and pay much attention to the innate human traits, which most often determine his relations in a group and organizational change (Šalkauskienė, Janulienė, Žalys, Gedvilienė, 2006). Teamwork, a willingness to constantly seek new knowledge and skills, continuous learning from the experience of others, creativity, and innovative thinking are some of the most important opportunities for organizational development (Šalkauskienė et al., 2006). When citing a source with six or more authors, only the first is named and *et al.* is added.

In all cases, the full name of the source (author(s), title of the article or book, publisher, year of publication) must be provided at the end of the paper in the attached bibliography.

In the same way, the thoughts of a foreign author are conveyed in the main text. Then the text is written in Lithuanian, and the author's data is provided in the original language. For example: The most important factor in forming the image of rural tourism is the location, that is, the region, country, state or continent in which a certain rural tourism homestead is located (Caplan, 2003; Sherestha, 2002). The example shows that a semicolon is written between two different authors, whose publications are also separate. When there is no single author, and the publication was compiled by a collective, the title of the publication is written, for example, Dabartinės lietuvių kalbos žodynas, 2011.

In a footnote. The cited or mentioned document may be indicated in a footnote. Bibliographic references in footnotes are usually used when the language of the text and the publication from which the ideas are written do not match. In footnotes, the necessary description elements are indicated at the bottom of the page: author, title, place of publication, year of publication, page ¹. They can be described more briefly than in the list of references. If the source is written in a language other than Lithuanian, then the references are provided in the original language. If the same source is often used in the work, then the first time it is mentioned, it is described in a footnote, and later when it is mentioned again, it is indicated *there in the text* and only the page from which the quote is indicated. For example: As Laurinaitis states ², "mental health issues have been discussed very often recently." In a repeated reference to the same document, only the author's surname, title (abbreviated or only the first word) and page can be written, or only the surname and page.

Footnote citation is most commonly used in legal writing.

The work may also use the following method of citing sources and presenting references, when the text indicates in Arabic numerals in parentheses the serial number of the source from which the quote or paraphrased idea is taken from the comprehensive list of literary sources provided at the end of the work. In this way, the thoughts of other authors are quoted or presented in paraphrased form, just as in the first method - in the main text - only the number is indicated in parentheses:

- **if a paraphrased idea of another author is presented.** For example: As Bakk, Grunewald state, many people with moderate intellectual disabilities have additional disabilities – vision, hearing, movement (4);
- **If the text of the thesis contains a quote from another author,** it is necessary to indicate the page number from which the quote was taken next to the decimal point. For example: “When

¹ Marcinkevičienė V. Reflective analysis of health care study programs in colleges. Kaunas, 2006, p. 43.

²Ibid., p. 85.

applying the KS method, the diary method, which is becoming increasingly popular in educational practice, was used, stimulating reflections in the learning process and developing reflection skills” (1, 281).

When citing works by other authors in the final thesis text, the first letter of the author's name may be written (e.g.: As stated by A. Bagdonas (2002), ...) or omitted (e.g.: As stated by Bagdonas (2002), ...). However, ***one of the selected methods of citing works by other authors must be used throughout the thesis.***

Recently, many electronic publications, databases and other sources have been used in writing final theses. They must also be properly indicated both in the text and in the list of references. In order to show that you are quoting or paraphrasing an idea from an online source that does not have an author, you should write the name of the website and indicate the address of this website in brackets. For example: According to the website of the Department of Statistics of Lithuania (<http://www.stat.gov.lt>), the poverty risk level in the country reached 20% in 2015. If you are quoting or paraphrasing an idea from an online source whose author is indicated in your work, then the author's surname is written first, and in brackets - the year of publication of the source (if indicated), just as when providing references to sources in the first way. For example: According to Lazutka (2003), poverty in a country depends not so much on its economic potential as on its distribution. If you quote or paraphrase an idea from a source on the Internet, the author of which is indicated, but the year of publication of this source is not indicated, then the author's surname is written first, and in brackets - the address of the website where this source can be found. For example: As stated by Baršauskas, Navickas, Šarapovas, countertrade has recently become popular in international business transactions (<http://info.smf.ktu.lt/Edukin/zurnalas/lt/>).

All literature cited and used in the work and other sources must be properly described and presented in a separate section of the work "Literature and sources". It must be prepared in accordance with the rules of bibliographic description.

2.4. REQUIREMENTS FOR THE PRESENTATION (REPORT) OF THE FINAL THESIS

Preparing a good report is no less important than writing the work itself. This is a very responsible stage. Often, the results of several years of hard work remain undisclosed and unappreciated simply because they were not properly prepared for presentation.

It is important to remember that 10 minutes are allocated for the thesis report (during this time, the visual material prepared by the students is demonstrated and discussed), and another 10 minutes are spent announcing the supervisor's remarks, answering the questions, comments and/or observations of the reviewer and members of the Qualification Commission.

The form of the message is not strictly defined, but it may include the following structural elements:

1. justification of the relevance of the work topic;
2. research object, goal and objectives of the work;
3. the most important aspects of the research characteristics: research methods, subjects (sample size), their selection criteria, time and place of the research, and other aspects of the research that are significant from the researcher's point of view;
4. justification and practical applicability of the research;
5. the most important research results and their discussion;
6. conclusions and recommendations;
7. possible thanks.

1. Justification of the topic of the work. In this part The problem addressed in the paper is briefly described, its relevance and novelty (level of scientific and practical research) are emphasized, and the motives for choosing the topic are emphasized.

2. The object and purpose of the work and the objectives. They must be presented in the report in the same way as in the final thesis text. These elements of the final thesis should be placed in two presentations.

3. Working methods, subjects. It is not necessary to explain in detail all the methods used in the study, it is necessary to mention only the main ones and those that, without explanation, would make it difficult for the listeners to understand the interpretation of the obtained results. The part and importance of personal contribution should be emphasized in preparing the final thesis. Working methods, the volume of the studied material, the number of studies or measurements performed should prove the validity of the obtained results. The subjects should be briefly described, it should be explained what and why the sample of subjects was chosen, how the subjects were selected, etc.

4. Research results and their discussion. This is an essential part of the report. **Students should remember that the entire thesis is considered a completed study**, since the work analyzes scientific literature, statistical data, and legal acts, which means that a theoretical study has been conducted. The problem raised in the work has also been studied practically, that is, an empirical study has been conducted (a survey, observation, documents analyzed, etc.).

When presenting the results of the research, it is necessary to use visual and informational material (tables, graphs, diagrams, schemes, etc.) and to consistently convey the results presented in all sections of the work. It is impossible to present all the data obtained, therefore it is necessary to select only the most important ones that best demonstrate the work performed and its value.

When presenting the results, it is necessary to comment on them, explain what is new, perhaps identify certain patterns and trends, on the basis of which the conclusions were formulated, and it is also important to emphasize how the research goal was achieved. This part of the report can be concluded by revealing further perspectives for examining the topic.

5. Conclusions and recommendations. They are usually presented both orally and visually; at the author's discretion, only essential conclusions may be selected, leaving the audience the opportunity to read the rest in the work. Since the practical recommendations formulated by the author are particularly important, it is important to present and comment on them.

6. Acknowledgements. At the end, it is possible (but not necessary) to thank the persons (supervisor, consultant, reviewer, research institution, research participants, etc.) who contributed to the preparation of the thesis.

To supplement and illustrate the text of the report, it is always necessary to prepare one or another visual and informational material. Often, too little attention is paid to this, forgetting that it is precisely with it that the results of the work can be perfectly revealed. The report will not be illustrative if only a couple of tables or diagrams are used. Therefore, it is suggested to present 5 - 8 visual aids (graphs, tables, diagrams, photos, etc.) during the presentation, and to comment on them.

It is very convenient to prepare a presentation using the computer program Power Point or using the online program Prezi (<https://prezi.com/dashboard/>), when after registering you receive a selection of thematic formats, into which you can easily insert information important for the presentation. Using the Prezi program is not difficult, you just need to review the educational material provided on the page and try it yourself. The Prezi program is also convenient in that the presenter no longer needs to transfer the presentation material to a memory stick, and then to the computer desktop. Before the presentation, it is enough to open the Internet page and log in, as when using e-mail.

Visual information of the report cannot be presented by simply copying it from the text of the final thesis. Such presentation of visual material shows haste and simple disrespect for the Qualification Commission. Visual information of the report must be clear, regardless of what program is used for presentation – too much text cannot be presented in the image, it is necessary to choose the color appropriately (a sharp contrast between the background and the text is necessary). It is especially important to select the most important information of the work, which corresponds to the purpose and objectives of the work and reveals the practical significance of the work. It would be difficult to specify the exact number of presentations - images required during the report - this is individual for each report. It is important to give the report clarity and informativeness.

To avoid surprises during the defense of the thesis, the report should be prepared well in advance, read it several times to yourself or a colleague, recording the time. When presenting the report, it is recommended not to constantly read the prepared text - you should try to comment more freely on the data being demonstrated. Even if you rely on memory, it is still a good idea to note at least the main theses of the report. Reports are more compelling and leave a better impression if the authors retell them rather than read them.

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APPENDICES

Thesis writing schedule form

UTENA COLLEGES

..... **FACULTY**

..... **CATHEDRAL**

.....**study programs.....groups**

Student(s).....

Thesis supervisor.....

FINAL THESIS PREPARATION AND SUBMISSION SCHEDULE

Seria I No.	Title of the work	Submission date	Submission form	Manager's notes, proposals Signature and date of the supervisor and/or head of department
1.	Choosing a thesis topic		Submitted to the head of the department in written or electronic form	
2.	Search for information sources, Introductory part, Theoretical/Analytical part		A list of literature sources has been compiled. Printed text is provided	
3.	Practical/research part		A printed report of the practical/research part is provided	
4.	Presentation of the completed thesis to the supervisor		Printed but unbound thesis	
5.	Revision of the final thesis, taking into account the supervisor's comments and suggestions		Printed (unbound) thesis	
6.	Final thesis defense at the department		Printed, unbound final thesis, Power Point/Prezi presentation - 10 min.	
7.	Posting the final thesis in the e-LABA repository		Thesis, converted to PDF format, placed in the eLABA repository	
8.	Presentation of the final thesis to the reviewer and supervisor		Submitted via e-LABA container and bound work	
9.	Presentation of the final thesis to the department		Bound work with supervisor feedback and reviewer review	
10.	Final thesis defense KK		Final thesis, Power Point/Prezi presentation 10 min.	

Student.....

(signature)

.....

(name, surname)

Head of Department

(signature)

(name, surname)

Course / design / example of a cover page for an independent work

**UTENA HIGHER EDUCATION INSTITUTION
FACULTY OF BUSINESS AND TECHNOLOGY
DEPARTMENT OF BUSINESS AND PUBLIC MANAGEMENT
TOURISM AND HOTEL ADMINISTRATION STUDY PROGRAM**

DEVELOPMENT OF RURAL TOURISM SERVICES IN UTENA DISTRICT

COURSE WORK

Author of the work

TA – 0 0 gr. student

First name Last name

20....-00-00

Work guide

Lecturer

First name Last name

20...-00-00

Example of a thesis title page

UTENA HIGHER EDUCATION INSTITUTION
FACULTY OF MEDICINE
DEPARTMENTS OF HEALTH CARE AND REHABILITATION
PHYSIOTHERAPY STUDY PROGRAM

I APPROVE

Dean

Dr. Vardenis Surname

20...-00-00

APPLICATION OF KINESITHERAPY MEASURES TO PATIENTS
WITH MULTIPLE SCLEROSIS

FINAL THESIS

Reviewer

Lecturer KT – 0

Author of the work

0th grade student

Vardenis Surname First

20...-00-00

name Last name

20...-00-00

Consultant Work Manager

Lecturer Lecturer

Name Surname First name

20....-00-00

Surname

20....-00-0

Summary example

Name and surname. Analysis of social work with parents of children with special needs in the X center. Final thesis of a student of the social work study program. Supervisor lecturer (name and surname). Utena College, Faculty of Medicine, Department of Social Welfare. Utena, 2009.

SUMMARY

Topic relevance. Parents of children with special needs are one of the groups of society that experience specific difficulties when raising a disabled child. This is especially true for older parents, who, as a rule, find it even more difficult than young parents to raise a disabled child and change their established attitudes. In addition, as various scientists note, it is older parents who are not sufficiently confident about the future of their disabled children, their educational opportunities, and the effectiveness of their integration into society. Therefore, social assistance to parents of these children, especially those whose age is approaching old age, still requires more detailed discussion and practical solutions.

Final thesis object - social work with parents of children with special needs. **The aim of the work** is to analyze social work with parents of children with special needs.

The first part of the work describes families raising a child with special needs. The second part examines social work with parents of children with special needs from a theoretical perspective. The third part examines the results of a study of the experience and prospects of social work with parents of children with special needs in the X Center.

Research characteristics. In order to investigate the experience and prospects of social work with parents of children with special needs at the X Center, an empirical study was conducted there, combining qualitative and quantitative research methods: analysis of the center's activity documents, interviews with a social worker working there, and a questionnaire survey of parents of children with special needs.

The results of the study allowed us to draw the following **main conclusions**: teamwork is carried out in the studied center, with a social worker and specialists cooperating with parents of disabled children. Cooperation is carried out individually, with parents provided with educational, medical, and legal information regarding social guarantees to which children are entitled in specific cases, information about activities carried out at the center, and the child's daily routine. Older parents of children with special needs especially lack such information.

The practical significance and applicability of the results of the work are determined by the fact that the prepared survey questionnaires for parents of children with special needs and a social worker can be applied when studying the experience of social work in other similar centers. The results of the study conducted at the center will be applied to improve cooperation between specialists working at the educational center and parents of children with special needs, providing consultations not only to the parents of these children, but also to their brothers and sisters.

Keywords: children with special needs, social work with disabled children.

Sample content

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Examples of graphical representation

Example of table presentation

Table 1

Features of urban-resort tourism and rural tourism

Urban-resort tourism	Rural tourism
Little open space	Lots of open space
More than 3,000 inhabitants	Less than 3,000 inhabitants
Densely populated	Sparsely populated
Built environment	Natural environment
Lots of indoor activities	Lots of outdoor activities
Developed infrastructure	Weak infrastructure
Many entertainment venues	Various individual activity opportunities
Large institutions	Small institutions
National and international firms	Local private business
Tourism interests - basics	Tourism interests complement other core interests
Employees may live far from the workplace	Employees can live close to their workplace
Seasonality factors rarely affect	Seasonal factors often play a role

Examples of image presentation

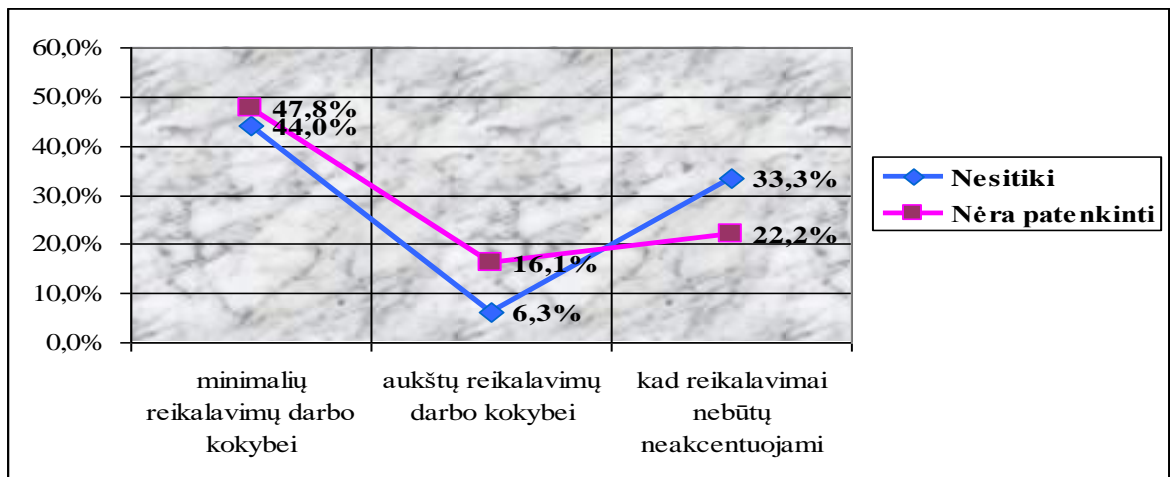


Figure 1 Requirements for work quality. Distribution of negative opinions of respondents

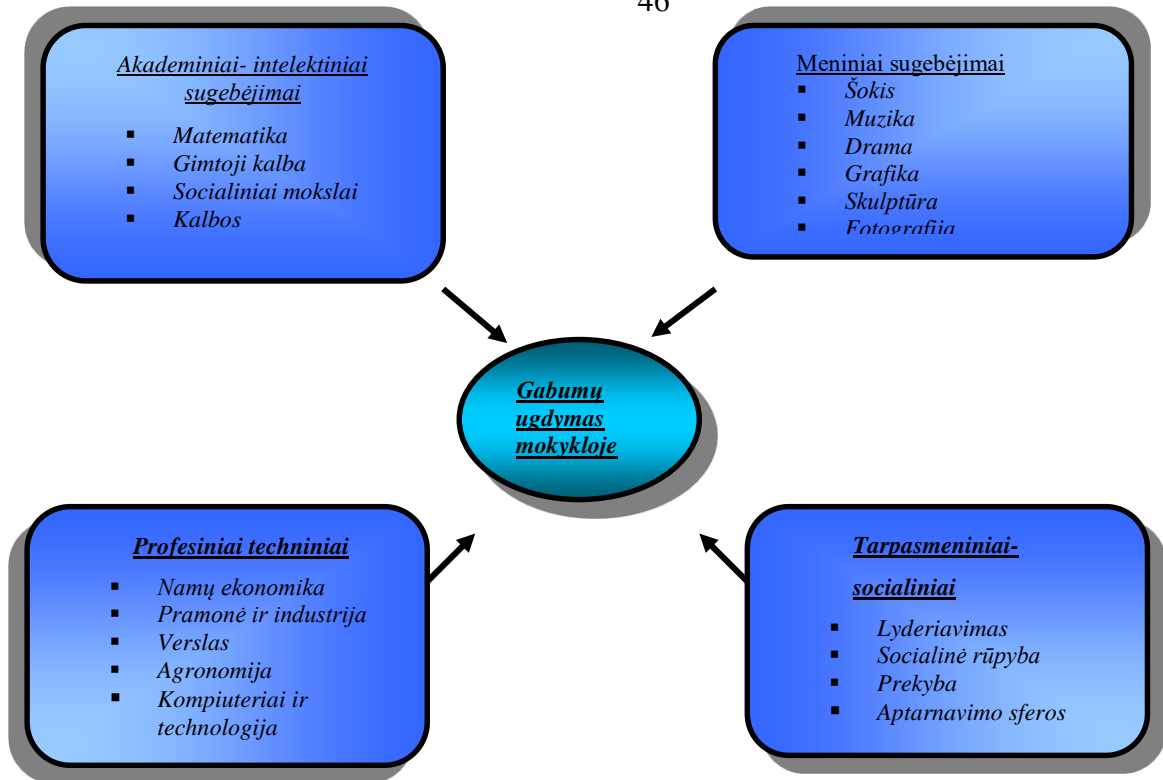


Figure 2. Talent development at school (Feldhusen, A., 2004)



Figure 3. Ginučiai water mill (

https://www.google.lt/search?q=kaimo+turizmas&espv=2&biw=1600&bih=775&source=lnms&tbn=isch&sa=X&ved=0ahUKEwilvY-6sd7MAhWLE5oKHTNbAIAQ_AUIBigB#tbn=isch&tbs=ring%3ACW)

REQUIREMENTS OF WRITTEN CULTURE

As already mentioned, the final thesis should demonstrate not only the student's subject knowledge and acquired professional competencies, but also reveal the general level of literacy. Very often, the latter requirement is approached superficially, which is why a number of language errors remain in the work. To avoid this, it is suggested to pay attention to the most common errors.

1. STYLE ERRORS

FINAL OR INDEPENDENT THESIS IS WRITTEN IN THE FIRST PERSON. In scientific papers, it is recommended to use the third person or impersonal form. To express your opinion, you can use the following types of sentence beginnings:

The author of the work believes, claims, suggests...

The author of the thesis....

In the opinion of the author of the work,

It was concluded that

It is worth emphasizing that....

etc.

CONFUSED FUNCTIONAL STYLES IN THE WORK. Perhaps the most common mistake is the excessive emotionality of the final thesis, it contains many rhetorical questions, other elements of a non-scientific style. Since almost all works written by a student must be in a scientific style, the main purpose of the text is to publish the desired information. In final theses, it is suggested to avoid appealing to the feelings of readers, not to use words of everyday or artistic style. It is necessary to maintain the logic of the language, consistency, accuracy, and use sentences of a similar structure. One should avoid leaps of thought, excessively short sentences, and unargued statements. It is also not recommended to use too many international words, very long sentences, and outdated terms.

DO NOT USE SINGLE CITATION. Once you have chosen one citation method in your work, you should use it throughout the entire work. Multiple citation options in one work are not recommended.

2. SPELLING AND PUNCTUALITY ERRORS

ELEMENTARY SPELLING ERRORS. These are errors that remain in a student's final paper either due to carelessness or ignorance. Most often, these are errors in the writing of long

and short vowels, prefixes *sq-* (condition, concept, estimate), *san-* (agreement, sanction, deal), *sam* – (samplaika), words *eiksias*, *ipiu*, *ipiu*.

ERRORS IN SPELLING TERMS, INTERNATIONAL WORDS AND NAMES OF INSTITUTIONS. Sometimes, the papers contain misspelled terms that are used differently in several places. Their spelling and meanings must be checked very carefully. It is also important to pay attention to the spelling of international words, for example: client, patient, potential, special, alliance, object. Another common error is the incorrect spelling of the names of institutions.

Presented Here are some examples to help you check how to write the names of institutions.

- All words in the names of the highest state government institutions are written in capital letters, for example: *Seimas of the Republic of Lithuania, Government of the Republic of Lithuania*.
- When the official names of institutions, companies or organizations begin with place names or personal names (or both), only the following words are capitalized, for example: *Attorney M. Butkevičienė's office, Utena College, Vilnius University, A. Petraičius trading and mediation individual enterprise, Anykščiai District Court*.
- **of divisions of** enterprises, institutions and organizations begin with a capital letter, for example: Mortgage Department of the Utena District Court, Faculty of Business and Technology of Utena College, Department of Rural Affairs of the Utena County Governor's Administration, Traumatology Department of the Republican Santariškės Hospital.

Exception: The names of frequently used departments and management bodies (dormitories, accounting departments, offices, personnel departments, commissions, offices, libraries) are written in lowercase, for example: Utena College Accounting Department, etc.

- When the names of institutions, companies or organizations have a symbolic name written in quotation marks, the related words preceding them in the middle of the sentence are usually written in lowercase, for example: *private limited company "Pūkas, public limited company "Utenos trikotažas", store "Dovana", hairdresser "Pas Vandą"*.

ERRORS IN WRITING SOME WORDS TOGETHER AND SEPARATELY.

The most common mistakes are made when writing the particles *gi*, *per*, *ne*. For example: It would be necessary to calculate *how much* it would cost (= how much); The calculations made show that the costs would be *too* high (= too much); *Not all* institutions act according to this model (= not everywhere).

All unpronounceable monosyllabic words with the particle *gi* are written together: *argi*, *kakgi*, *tēgi*, *ētēji*, and mutable or multi-syllable words are written separately, for example: *kas gi*, *kuā gi*, *ēlē ko gi*, *ēlētē gi*, *vives gi*, *kaikai gi*.

The particle *per*, except for the words *too much and not too much*, is always written separately, e.g.: too much, too little, too long.

The particle *ne* is written together with another word in cases where there is a negative prefix, e.g.: unemployment, illogical decision, and separately - with numerals, pronouns, some adverbs, e.g.: *ne visis, ne primus, ne įstas, ne muustas, kun ne kuru*.

SENTENCE CONNECTION ERRORS. Since there are many different means of connecting sentences in the scientific style in the Lithuanian language, it is very important to be able to use them and, of course, distinguish such constructions according to the rules. In their final thesis, students, in order to show the connections between sentences, present their opinion, and emphasize something, very often like to use various interjections, which they do not always know how to distinguish. For example: *Of course_It is much easier to assess internal factors that a company can control; Thus,_it can be said that a bank, while providing a number of services, applies certain positioning methods to each of them, which depends on the service itself.*

To make it easier to remember which insertions should always be excluded, here is a short list of them:

- **Indicating the source of knowledge (thoughts):** *in the opinion of the author of the work; according to V. Pranulis; according to the researcher; to the knowledge of the management.*
- **Emphasizing the author's point of view (conviction, doubt, uncertainty):** *of course, the study could have been conducted differently; of course, these were the results expected; apparently, this is how it will be understood.*
- **Revealing the logic of thinking, reasoning, a certain order of statements:** *first, second, third, by the way, so, for example, on the contrary, on the contrary, unfortunately, moreover.* For example:

Additionally, it should be mentioned how these strategies align with the company's goals.

By the way, it can be added that the author presents a simplified draft law.

First, before starting a conversation about this situation, it is necessary...

Note! The following words are not considered interjections and do not need to be separated in sentences:

In general, in principle, actually, first of all, first of all, generally, usually, probably, probably, namely, so, probably.

ELEMENTARY DIVORCE ERRORS. This Failure to observe the grammatical principle of distinguishing elements of subordinate clauses, homogeneous parts of a sentence, and extended participial markers. For example:

Many specialists who analyze this problem focus mainly on this principle.

It is necessary to find a solution to market satisfaction together with manufacturers and intermediaries, to define the direction of production development, in order to better meet the market's needs for the use of material, financial and labor resources.

The author emphasizes that first a company must decide what it wants to do, what strategy to choose, and only then look for ways to do it and what tactics to choose.

The third part of the thesis is a discussion of practical research at the specified institution.

3. LANGUAGE CULTURE ERRORS

Any work written by a student must not only be free of punctuation and spelling errors, but also be correct in terms of language. In addition, such a requirement is specified in the General Recommendations for the Development of Language Culture for Higher Education. However, not every student manages to notice such errors, let alone correct them. What is recommended to pay attention to?

BORROWED TERMS OR OTHER TERMS THAT HAVE GOOD LITHUANIAN EQUALS SHOULD NOT BE USED. For example:

presentation – presentation;

office – office, institution, company;

renovation, renovate – renewal, update;

image – image;

e – mail – electronic mail;

indebtedness – debt;

costs – expenses, funds, expenditures;

marketing – marketing.

DO NOT USE WORDS WITH THE WRONG MEANING. For example:

Next – **next, coming**; subsequently – **so, in this way, in this order**. For example: *The following (=next) part will discuss how to prepare an action program. The data is presented in the following (=in this order).*

A number – most, several, a few. For example: After conducting the analysis, a number (=several) of the organization's shortcomings were found.

What concerns – related, and because of. *Questions concerning pricing strategy* (=related to pricing strategy) *will be discussed in the next section.*

To obtain – to go out, to do. For example: *The table clearly shows what results were obtained* (=what results were obtained, what results).

In general – in general. For example: *In general (= in general) this issue has not yet been studied very much in the literature.*

Unified – equal, common. For example: It can be seen that uniform (*=equal, common*) requirements apply to individuals, regardless of the situation.

Help – is not used when talking about objects, tools, concepts, phenomena. For example: *A study was conducted, with the help of which it was found out (=which was found out), what the real situation of the company is; With the help of new equipment (=with new equipment) the work was done faster.*

To notice – to emphasize, to say. *It should be noted (=said) that these costs could be further reduced.*

Completely – completely, to the end, in detail. For example: *That question was answered incompletely (=incompletely, not completely).*

Total – in total. For example: *Total (= in total) received so many expenses.*

4. SOME SYNTAX ERRORS

Errors in the use of prepositions. For example:

This provides certain advantages (= certain benefits) to consumers, because before the reorganization, a customer who opened an account with a bank could only withdraw money at the bank branch where the account was opened.

This service has certain opportunities (= possibilities) to survive and occupy certain market positions.

The presentation itself should last no longer than five (= no longer than) minutes.

In this way, you need to borrow at least 100 thousand euros (= not less than, over 100 thousand euros).

It is now necessary to check how all these projects comply with the law (= comply with the law).

Revisions have been submitted for this project (= revisions to this project).

To this day (= this day, today) the situation is not yet clear.

The lawyer has the right to represent these persons (= these persons).

Such children often feel inferior (=incompetent).

The first line (=first of all, first of all) discusses that problem.

In principle (=in essence, essentially) this was the expected result.

That crime caused a loss of 5,000 euros (= loss of 5,000 euros).

Errors in the use of prepositions. For example:

Under such conditions (= under such conditions, under such conditions) it was very difficult to conduct an objective study.

It can be seen that the company's profit could reach over one million euros (= exceed one million euros, would be more than one million).

Sentence linking errors. For example:

In order to prevent (=to prevent) such crimes, it is necessary to create a prevention program.

If we talk about real possibilities, then

As the number of customers who have computers at home, as well as (= also) an Internet connection, is increasing, this service could become popular.

To check or clarify the usage of a word or phrase, you can check the website of the State Lithuanian Language Commission www.vlkk.lt , in clerical language tips <http://kanceliariniaipatarimai.lki.lt/> , in the dictionary of the modern Lithuanian language <http://dz.lki.lt/> , in the Lithuanian language neologism database <http://naujazodziai.lki.lt/> etc.