BUILDING QUALITY CULTURE AT THE UNIVERSITY OF CULTURE, SPORTS AND TOURISM CULTURE THAT IS RELIABLE WITH CURRENT PRACTICES

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ABSTRACT

The global trend of education competition has made quality assurance a prerequisite activity, and this is an important first step in the process of building a quality culture at higher education institutions. To ensure the quality of education is sustainable, it is necessary to build and develop a quality culture. Within the scope of this article, the author proposes several measures to contribute to building and developing a culture of educational quality in the school..

Key words: Culture, quality, quality culture, quality assurance.

INTRODUCTION

In the context of globalization, international integration, and the development of the industrial revolution 4.0, machines are gradually replacing human labor, and the quality of work of workers is increasingly demanded. ask higher. To have a high-quality labor force, the quality of education and training is always one of the top issues that countries around the world are interested in, and Vietnam is no exception. The educational process is gradually shifting from the education-oriented by the State or the academic orientation of the University to the education-oriented by the labor market. Education quality accreditation becomes an effective tool to maintain educational quality standards and continuously improve the quality of teaching and learning in educational institutions. Recently in Vietnam, the issue of education quality has received more attention from all levels, sectors, and the whole society. Assessing the quality of higher education, the Resolution of the 8th Central Committee (Session XI) on fundamental and comprehensive reform of education and training stated: "The quality and effectiveness of education and training are still low compared to those of higher education. requirements...", at the same time asserting that one of the causes of limitations and weaknesses is "quality management has not been given due attention". The lack of proper attention to quality management in higher education institutions is considered at two levels: at the macro level, the organizational system and quality assurance mechanisms and policies of the education sector are not suitable for the standards of the higher education sector. the reality of Vietnam's higher education development in the integration trend; At the micro-level, higher education institutions have not invested in quality assurance or only focused on some technical factors to create quality, not paying attention to the fundamental and meaningful factors. The decisive meaning of the creation of quality and the sustainability of quality is the quality culture.

The concept of quality culture

Quality culture is an important concept in quality accreditation, introduced into higher education since the beginning of the twentieth century. In Europe, the European universities association (EU) has developed and implemented several big projects on quality culture.., many universities in America, Africa, and Asia have successfully built quality culture...all those projects and plans have been developed into research, and lectures on quality culture. In Vietnam in recent years, the ministry of education and training has repeatedly organized training seminars on quality culture to raise awareness among leaders, experts, and universities about the views, and approaches, and to build a quality culture.

There are different concepts of quality culture: according to professor Syed m. Ahmed, Florida college of engineering and information technology, USA (2008): "quality culture is an organization's value system thereby creating an environment that encourages the formation and continuous development of quality". The national education standards and quality assessment authority of Thailand state that: "quality culture includes processes, communication, actions and considered decision making to achieve better quality for the system. System and educational organization". European universities association (eua, 2006), "culture of quality

refers to an organizational culture aimed at sustainable quality enhancement, which is characterized by two distinct elements: of quality culture is a set of values, beliefs, and expectations that lead to quality; the second element, the management/structural element, has quality assurance processes and identified collaborative efforts that lead to quality in an organization's activities." In Vietnam, the concept of van quality chemical in the holistic approach, dr. Nguyen Kim Dung said: "quality culture is the integration/application/application of quality into all activities of the system/organization to create creates a positive environment within the organization and leads to the satisfaction of those who benefit from it." Either way, building a quality culture will also help higher education institutions to have appropriate strategic orientations, and position quality and quality culture in their mission and vision. And development strategy; have a system of a quality policy, quality plan, shared values, tools, criteria, and appropriate quality assurance process; all members (leaders, management staff), teachers, staff, and students) and organizations and units in that higher education institution all operate by the values, standards, processes, and commitment towards quality with a spirit of excellence. Spirit of self-discipline, voluntariness, trust, cooperation, sharing, responsibility, and creativity. On the other hand, forming a quality culture will help higher education institutions easily adapt to changes in the world. System of national and international quality standards; clearly demonstrating a quality commitment to society; forming a quality management environment; having a clear orientation in the development of human resources, etc. In other words, quality culture is the foundation and driving force for the higher education institution to maintain and improve the quality, its own identity, and competitive advantage.

Properly aware of the importance of quality culture for the educational environment in general, the educational environment in the university of culture, sports, and tourism in particular. The party committee of the university has directed the strict implementation of resolution no. 29-in-two of the 8th central committee, course xi on "fundamental and comprehensive renovation of education and training to meet the requirements of the public. Industrialization, modernization and international integration" and at the same time promulgated the resolution of the party's ministry of education and the guiding documents in which the spirit was clearly defined: "synchronously concerning the quality of training, from awareness, the process to quality assurance conditions and building a culture of quality in the university".

To be able to build and maintain a quality culture for the school, we first need to identify what quality culture is in the school. From the concepts of scientists and the above analysis, it can be understood that "quality culture in the university is a system of values, standards and quality work habits that have shaped every employee's personality. Ministries, teachers, staff, and learners to perform their assigned work in the best way to create training products that meet the practical requirements of the university". Thus, the quality culture in the school must be instilled in the rules of action, the habits of all leaders, managers, teachers, employees, and learners, to perform their duties well. To create training and scientific research products that best meet the requirements of society. From the above definition, in

the process of building and developing a quality culture in schools, leaders and managers need to understand the following main points of attention as the basis for the synchronous implementation of these solutions: method to build quality culture:

Firstly, quality culture is associated with each individual and each group. Their working style and efficiency in educational and training activities contribute to the formation of a quality culture in the school.

Second, building a quality culture must ensure a balance between the top-down approach, that is, the school's leaders must be the initiators, leaders, and role models in building a quality culture; and the bottom-up approach, which means that the collective of cadres, teachers, staff, and learners in the school must be involved in all activities to build a quality culture.

Third, quality culture is a cultural system of the organization. Each individual and unit in the school must perform well in all assigned tasks to build the overall culture of the unit.

Fourth, building a quality culture must be suitable to the specific conditions of the university, national culture, local culture, and national and international quality accreditation standards.

Fifth, build a quality culture associated with and through the internal quality management of the university. Building a quality culture is associated with the promulgation of a system of rules and regulations to regulate all activities and behaviors in the educational environment, and together with that, regular inspection, supervision, and praise must be made. Rewards and strict discipline.

Sixth, building a quality culture must be associated with ensuring the material and spiritual benefits of all members, from leaders, officials, teachers, employees, and learners.

Measures to build, develop and maintain a quality culture at the school

Building and developing a quality culture is not an overnight job, studies have shown that the main factors affecting the formation and maintenance of quality culture in the university are: leadership quality-oriented leadership and communication, commitment, participation in building quality goals, brand values, mutual trust, individual responsibility, and recognition. Studies also show that the evaluation of quality culture also takes place unevenly across units in a university and there is a significant difference between different respondents in an organization. The construction, formation, and development of quality culture will be different depending on the characteristics of each university, this requires the whole society to join hands to build, and education managers must work hard. Actively and comprehensively implemented many solutions from management agencies to education and training institutions to gradually improve the educational quality of their units, just as uncle ho taught "for the sake of ten years one must plant trees; for the sake of a hundred years, one must plant people" to contribute to the construction and development of a culture of quality education in the school, the following are some basic measures to be proposed:

Firstly, the school needs to do well in propaganda and education about quality culture for all officials, teachers,

employees, and learners in the school to jointly build a quality culture. Create consensus in the school community to build a quality culture. Organize training courses on the quality culture of the school for all levels, from school leaders to all staff. Each leader, PBGV must be both an example and a propagandist to raise awareness and a sense of building and maintaining the quality culture of the university. Mass organizations, grassroots party organizations, and unions in the university have resolutions requiring party members to pioneer in implementing the contents of the building and developing a quality culture. Trade unions and youth unions actively participate in propagating and mobilizing objects to build and develop a quality culture.

Second, the system of regulatory documents of all levels must be issued synchronously and systematically, to regulate the school's activities, this is the basis of the formation of a quality culture in the school. School, so this system of regulatory documents needs to be propagated, disseminated, and strictly implemented. Along with that, it is regularly organized to check and monitor the activities of organizations and individuals to improve the sense of responsibility and work quality, as well as to remind and educate each organization. Working individuals must be objective, scientific, and in compliance with regulations, thereby forming good habits and standards at work.

Thirdly, completing the internal quality assurance model (including quality control and quality improvement) to ensure conformity with the quality objectives and requirements, the school's quality assurance objectives, and the training program, and ensure the quality of the students. Each field and each activity must be evaluated accurately, this not only helps leaders to properly assess the actual situation but also helps to remove doubts, and conflicts... Within the team - factors obstacles to the formation of quality culture. It is necessary to create a healthy, democratic, fair, objective, and scientific working, working, and studying environment so that each individual can trust and feel secure to perform his/her duties well. Schools need to establish quality assessment criteria for each field and each activity, review and revise the system of quality assurance processes, publicize these processes, and build a system of assessment tools. Quality, established a dedicated data collection, analysis, and processing department.

Fourthly, educational accreditation activities need to be implemented seriously, objectively, and scientifically such as self-assessment, peer assessment, external assessment of both school facilities and training programs to constantly improve and enhance high quality, creating a trust for society, and employers, thereby building pride for members of the school. When having merit, working and studying in a healthy, quality environment, recognized by society with confidence and pride, most of the school's members will self-consciously have these achievements. Cultural thinking and behavior. Each cultured behavior will spread and create a cultured environment.

Fifth, collecting feedback from stakeholders as a basis for adjusting and improving training quality, meeting the requirements of stakeholders, and contributing to building a quality culture in the school.

Sixth, inspect and supervise the implementation of the objectives of building a quality culture; periodically, each school year organizes to evaluate and summarize the work of building a quality culture. Timely praise and reward collectives and individuals with achievements in building a quality culture.

CONCLUDE

Quality culture plays a very important role in the development of the university in the current context. Quality culture not only brings competitive advantages and helps the university integrate better, but also promotes work efficiency and brings satisfaction to stakeholders. Quality culture is influenced by management, leadership, brand values, mutual trust, individual roles, and recognition. Quality culture definitions can vary widely within units within a university and across universities. Therefore, measures to build, form and develop a quality culture will depend on the actual situation of each school, the measures described above are the basic measures to form, spread and maintain. Maintaining quality culture at Thanh Hoa University of Culture, Sports and Tourism.

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