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TOTAL QUALITY MANAGEMENT IN FOREIGN LANGUAGE TEACHING

In most countries and cultures the issue of quality management is frequently under consideration of higher education establishments. Long-life learning and a high level of accountability are frequently cited as rationales for a greater emphasis on quality. Other issues include the greater expectations and diversity of students as consumers, their demand for high flexibility in provision, and fierce competition within and across national borders. Total Quality Management (TQM) is used to outline two fractionally varied but related notions. The first one is continuous improvement and the second notion is used to define such tools and techniques as brain-storming and force-field analysis generally applied to make quality improvement more real thing. TQM is both a mind-set and a set of practical activities being able to promote continuous improvement. It is not a set of slogans but balanced and systematic approach used to achieve appropriate level of quality and meet students' needs and requirements.

As any approach TQM renders a continuous shift of a university's focus from short-term practicability to long-term quality improvement. Sustainable innovations, improvement and changes are the main things which should be followed, thus keeping on the cycle of continuous improvement. Higher educational establishments are to make conscious attempts to analyze what they are doing and create plans of future actions to improve it. To sustain a continuous improvement it is necessary to trust the staff and delegate decisions to the appropriate level, thus granting responsibility to the staff to deliver quality within their own sphere. Teachers' training to implement quality concepts and ideas is one of the most important elements in required educational change. The best aspects of the professional development mean improving academic and cultural standards. Blending the best aspects of professional skills with total quality is greatly vital for significant success. If TQM has the importance for improving education it is necessary to address the quality of the learners' experience. It is a common fact that students can do their best in a style which is relevant to their needs and inclinations. An

educational establishment that is about to follow the total quality route is supposed to consider the issue of learning styles and needs and develop the strategies which result in making learning more individualized and differentiated. The learner plays a role of a primary customer and unless the learning styles meet individual needs it will be too early to proclaim about achieving total quality.

Providing and establishing appropriate feedback is one of the most important elements to carry out quality assurance process. This assessment is required to be a continuous process and must be performed during the whole period of studies. The results of assessment processes should be discussed with the students afterwards and it could be done in the form of completing a record of achievement. The feeling of being involved into the process of carrying out the assessment will assist in creating the students' analytical skills. It is also important that the results of the formal monitoring will be used to establish the validity and suitability of the programmes developed by university's staff and definite corrections should be done in the case of not corresponding to existing needs and requirements of students' body. None of this is easy to implement taking into consideration the previous background. It can be an emotional experience and any unexpected turns could be predicted. Meanwhile, the main result which is foreseen is improving students' motivation and providing practical experience of using TQM tools that can be applied to different educational situations and in a varied educational environment. Thus, TQM can be a powerful tool to achieve main educational goals in spite of being developed for manufacturing purposes. The key elements to a successful implementation of TQM are: (1) gaining the support of everyone in the chain of supervision (2) identifying your learners, (3) focusing on refining educational process, and (4) applying Deming's 14 Points as a guide and a checklist during the implementation effort. The final result will be providing a more efficient educational process and a teamwork attitude rather than as an attitude between faculty and students.

The role of higher education in stimulating national economic growth and the importance of highly qualified specialists to national economies intensify the demand in ensuring the quality of higher education. It is obvious, that quality assurance processes should be both intensive and transparent, and that quality enhancement initiatives should be firmly embedded in any quality management programmes.