Problem setting.

Modernization of the system of education of Ukraine is directly connected with improvement of the managerial constituent. Today, the level of training of education administrators as education managers remains low and has an unsatisfactory tendency to deterioration. This, in its turn, influences the quality of educational services provided to the public and as a result acts as a destabilizing factor in development of the national education system.

At the same time, understanding of ways of overcoming the crisis phenomena in education management in Ukraine at the present stage of its development requires analysis of the historical background of this process. This paper throws light upon the Soviet period from 1917 till 1991.

The paper objective

The purpose of the paper is to outline the main stages of pedagogical management development in the Soviet period, to make analogies with the processes that took place in the developed countries of the world during the aforementioned period.

Recent research and publications analysis.

In the course of preparation of the presented paper a considerable number of publications were analyzed on the history of education development, particularly development of the theory of education management both in Ukraine and beyond. The works analyzed herein cover the period from 1917 till 1991 and have been but partially reflected due to the limited publication thereof. Special emphasis is placed on the scientists who worked in Ukraine in the Soviet times. These are, first of all, Ye. Berezniak, V. Bondar, B. Kobzar and others.

Paper main body.

The paper stresses that the peculiarities of the historical development of particular parts of the territory of modern Ukraine conditioned as the fundamental problem that of national identity preservation through preservation of the national school. Development of the theory of education management has been of secondary importance for a long time.
At the same time, the process of shaping Ukraine’s independence in the pre-Soviet period encouraged formation of mechanisms of state and public administration of education, which was gradually lost.

In the first years of the Soviet regime the problems of education management were not considered. The main purpose was creation of the uniform labor school based on the communist ideology. From mid-1930-s emphasis is placed on strengthening education system management, the personal role of the educational institution administrator, which fuels relevant theoretical search reflected in works on school studies.

In 1950–1970 the development of the theory of education management is conditioned majorly by the ideology and requirements of the Communist Party of the Soviet Union as the only political party in the country. The leaders of the state regard education administrators as advocates of the policy of the ruling Communist Party rather than education managers.

From 1970-s, influenced by the ideas of the system approach and the general provisions stipulated in the theory of social administration, the development of the theory of education management is spurred on, which is reflected in a number of studies published in 1970–1990.

**Conclusions of the research.**

The paper concludes that in the period from 1917 till 1991 national scientists’ use of the achievements in the general management theory in terms of education is rather limited. They are restricted in their access to the works by foreign specialists, particularly in the field of education management. The situation is slightly improved in 1980–1990-s. Furthermore, the paper emphasizes the lack of national experience in conducting system monitoring studies of education quality assessment intensively developed in the leading countries of the world since the latter half of the XX century.