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THE LIFE AND EDUCATIONAL ACTIVITIES OF ELDES OMAROV

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Abstract. *Introduction.* The article explores the life and educational activities of educator, translator, and publicist Eldes Omarov, who was an active participant in the Alash movement in the early 20th century. The article delves into Eldes Omarov's educational contributions while he served as an employee of the People's Commissariat of Education of the Kirghiz Autonomous Soviet Socialist Republic (KASSR), drawing insights from archival sources. *Goals and objectives.* The goal and objectives of the research are to uncover, from a historical perspective, the peculiarities of Eldes Omarov's life and educational-enlightenment activities, and to study his personal development. *Results.* In the current stage of historical science development, the reinterpretation of individuals in history holds great significance. Increasingly, priority themes in research are devoted to issues of the 20th-century history, particularly the Alash movement, the lives and activities of Alash figures, and pertinent Alash-related questions. Examining archival records, the article investigates his journey of personal growth during his time at the Orenburg Kirghiz Teacher's School. His contribution to the education of his homeland is disclosed. *Conclusion.* Eldes Omarov, made a substantial impact on education through his educational and enlightening initiatives. He authored and translated notable textbooks for schools and works for the broader public, significantly contributing to the educational domain. Nevertheless, allegations of a counter-revolutionary background affected him; he was labeled an "enemy of the people" and experienced repression, sharing a fate similar to many prominent figures of the Kazakh community.

Keywords: Eldes Omarov, enlightener, educator, Alash, author, personality, archive, teacher's school, People's Commissariat of Education

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ЕЛДЕС ОМАРОВТЫҢ ӨМІРІ МЕН АҒАРТУШЫЛЫҚ ҚЫЗМЕТІ

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Аңдатпа. *Kipicne.* Мақалада ХХ ғасырдың басындағы Алаш қозғалысының белсенді қатысушысы болған, әйгілі педагог, аудармашы және публицист Елдес Омаровтың өмірі мен ағартушылық қызметі қарастырылады. Архив дереккөздері негізінде Елдес Омаровтың ҚАКСР Халық ағарту комиссариатының қызметкері кезіндегі оқу-ағартушылық қызметі баяндалады. *Зерттеудің мақсаты мен міндеттері.* Елдес Омаровтың өмірі мен оқу-ағартушылық қызметінің ерекшеліктерін тарихи тұрғыдан ашу, оның тұлға ретінде қалыптасу жолын зерттеу. *Нәтижелер.* Қазіргі таңда тарих ғылымының даму кезеңінде тарихтағы жеке тұлғаны қайта қарау проблемалары өзекті болып саналады. Ғылыми зерттеулердің көптеген тақырыптары ХХ ғасыр тарихының мәселелеріне, атап айтқанда «Алаш» қозғалысына, «Алаш» қайраткерлерінің өмірі мен қызметіне арналған. Архив материалдары негізінде оның Орынбор қырғыз мұғалімдер мектебінде тұлға ретінде қалыптасу жолы зерттелді. Оның ағарту саласына қосқан үлесі айқындалды. *Қорытынды.* Елдес Омаров өзінің оқу-ағартушылық және шығармашылық қызметінің арқасында мектептерге арнап оқулықтарды жазып, аударды. Еліміздің ағарту саласына зор үлесін қосты. Алайда, ол «халық жауы» қатарын толтырып, қазақ халқының көптеген көрнекті өкілдерінің тағдырымен бөлісті, қуғын-сүргінге ұшырады.

Түйін сөздер: Елдес Омаров, ағартушы, педагог, Алаш, автор, тұлға, архив, мұғалімдер мектебі, халық ағарту комиссариаты

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ЖИЗНЬ И ПРОСВЕТИТЕЛЬСКАЯ ДЕЯТЕЛЬНОСТЬ ЕЛДЕСА ОМАРОВА

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Аннотация. *Введение.* В статье рассматривается жизнь и просветительская деятельность педагога, переводчика и публициста Елдеса Омарова, который в начале XX века был активным участником движения Алаш. На основе архивных источников, раскрывается просветительская деятельность Елдеса Омарова, как сотрудника Народного комиссариата просвещения КАССР. *Цель и задачи исследования* – раскрыть с исторической точки зрения особенности жизни и учебно-просветительской деятельности Елдеса Омарова, изучить путь становления его, как личности. *Результаты.* На современном этапе развития исторической науки проблемы переосмысления личности в истории имеет большое значение. Все чаще приоритетные темы научных исследований посвящены проблемам истории XX века, а именно движению «Алаш», жизни и деятельности деятелей «Алаш» и актуальным вопросам алаштану. На основе архивных материалов изучен путь его становления, как личности в Оренбургской киргизской учительской школе. Раскрыт его вклад в сферу просвещения своей Родины. *Заключение.* Елдес Омаров, благодаря своей учебно-просветительской и творческой деятельности, написал и перевел замечательные учебники для школ, а также произведения для народа, внес большой вклад в сферу просвещения. Однако участь обвинений в контрреволюционном прошлом, не обошла его стороной, он был причислен к числу «врагов народа» и разделил судьбу многих видных представителей казахского народа и был репрессирован.

Ключевые слова: Елдес Омаров, просветитель, педагог, Алаш, автор, личность, архив, учительская школа, народный комиссариат просвещения

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Introduction

Key figures in the Kazakh national movement Alash, including Alikhan Bokeikhanov, Akhmet Baitursynov, Myrzakup Dulatov, and others, played a crucial role in advancing the concept of independence. Facing persecution and repression in the 1930s, Alash leaders represented the intellectual elite of the nation, encompassing educators, scholars, and politicians. These remarkable individuals formulated the movement's inaugural program and established its initial international

composition. Through educational efforts, they sought justice and, most importantly, aimed to transform the mindset of their fellow countrymen. Serving as pioneers of Kazakhstan's independence, they introduced novel concepts such as a presidential form of government, a bicameral parliament, universal suffrage, and language equality for the first time.

For an extended period, this subject was forbidden, and even today, all related documents are undisclosed. A comprehensive list of participants has not been compiled, and the identities of individuals involved remain anonymous. The President of the Republic of Kazakhstan, Kassym-Jomart Tokayev, in his article “Independence Above All”, stated: “Freedom was not given to us easily. Our ancestors fought for liberation. Many endured dark times and tragedies. People must remember all this and pass it down from generation to generation” (Tokayev, 2021: 2). In essence, the valorous achievements of our forebears in the struggle for freedom must endure in the collective memory across generations. As articulated by Alikhan Bokeikhanov, a lack of comprehension among our people regarding freedom, equality, and politics would result in merely gathering remnants along the historical trajectory. Throughout our period of independence, our historical narrative has been augmented with fresh insights, shaping a more authentic representation of our past, and the capacity of domestic historical science has expanded. Since attaining independence, a meticulous historical record has been maintained, resurrecting the names of those who perished on the journey to freedom, and numerous gaps in the pages of historical science have been identified and scrutinized. Grounded in historical precision, the contemporary imperative for both scientific inquiry and society is to systematically examine and supplement the reality of certain distorted episodes on a scientific-theoretical basis.

One of the representatives of the Alash intelligentsia, a prominent figure and well-known public figure, publicist, educator, and enlightener, was Eldes Omarov, who remained unknown to his people for many years, despite faithfully serving the interests of his homeland and becoming a victim on this path.

Materials and Methods

The primary sources utilized in this article are derived from the Central State Archive of the Republic of Kazakhstan, the State Archive of the Russian Federation, and the Archive of the Kazakh National Medical University named after S. Asfendiyarov. The research is grounded in novel concepts and ideas that have emerged from the exploration of pertinent historical themes within historical science, focusing on the lives and endeavors of specific historical figures engaged in the national liberation movement. The specific subject under investigation is titled “Kazakh Lomonosov: the Life and Educational Activities of Eldes Omarov”. This narrative delves into the life of an overlooked individual, belonging to the realm of microhistory. Professor M. Koigeldiyev remarks, “During the Soviet period, our focus was on macrohistory, encompassing the history of the state, nation, political parties, etc. These broad themes were addressed in accordance with the demands of the time, not only in Kazakh history but also in world history. The engagement with microhistory began in the 70s and 80s of the last century” (Koigeldiyev, 2011). In the selection of research methods, we adhered to scientific principles such as objectivity, historicity, systematic analysis, comparative analysis, and generalization.

Discussions

In the contemporary evolution of historical science, the reassessment of individuality in history carries significant importance. Within domestic historiography, the works of scholars such as M. Kozybaev, K. Nurpeisov, Zh. Kasymbayev, M. Koigeldiyev, Kh. Abzhanov, B. Ayagan, and others embody innovative methods for studying personalities. These works offer a comprehensive scientific evaluation of the endeavors of historical figures across various periods of national history.

Eldes Omarov, a historically significant yet insufficiently studied figure hailing from the Tobol-Turgai region, emerges as one of the exceptional educators of the 20th century. Unfortunately, due to false accusations, he became an “enemy of the people” and was executed in the 1930s, resulting in the prohibition of studying his legacy.

The life journey and philological contributions of Eldes Omarov have been scrutinized by respected journalist A. Mekteptegi (Mekteptegi, 1996), philologists O. Zhubaeva (Zhubaeva, 2018), Z. Akhmetzhanova (Akhmetzhanova, 2018) and others. Valuable insights into Eldes Omarov's involvement in the Alash movement and judicial-investigative cases have been documented by Academician M. Koigeldiyev (Koigeldiyev, 2023) and Professor T. Zhurtbay (Zhurtbay, 2008). In addition to patronymic scientists, Japanese professor Tomohiko Uyama is engaged in the study of the history of the Kazakhs, in particular the history of the Alash movement and the national-territorial autonomy of the Alash Horde (Tomohiko, 2000).

Presently, there is considerable interest in the educator's legacy from the cultural activist of the Republic of Kazakhstan, journalist, and writer Akylbek Shayaqmet. In the book “Alashorda 1917–2017”, the author provides a documentary account of the life of the scholar, educator, and translator Eldes Omarov, grounded in historical events (Shayaqmet, Alpeisov, 2017: 56). Dr. Marat Shuakaev, a descendant of Eldes Omarov, dedicates his monograph to him (Shuakaev, Shayaqmet, 2017).

A comprehensive study is imperative for materials related to the educator's personal life. Information about Eldes Omarov's personal life is only accessible through the recollections of Gulnar Dulatova, the daughter of Myrzakyp Dulatov, Tatiana Kuderina-Nasonova, the spouse of Jumakan Kuderin, and Zilykha Zhumabayeva, the spouse of Magzhan Zhumabayev (Dulatova, 1994: 18, Nasonova, Kuderina, 1994).

Results

Eldes Omarov's birthplace was the village of Kozhai (No. 13) in the Dambar volost of the Kostanay district (now in the Bayganin district). According to his personal handwritten records, he noted his birth on February 29, while the certificate from the completion of the Kustanay two-class Russian-Kazakh school records March 1, 1892, as his birth date. The discrepancy in birth dates likely arises from his birth year being a leap year. The family he grew up in was relatively modest for that era. Eldes's father, Omar Tiesov, was reputedly a livestock owner with extensive pastures along the Tobol River. The family comprised four children: three sons and a daughter. The elder sons, Eldes and Iskender, faced repression, while the youngest, Abdesh, passed away in 1948. The daughter, Mariyash, lived to a ripe age and passed away in 1990 (Shuakaev, 2016: 5).

Eldes Omarov's early education was under a mullah, and in 1907, he graduated with distinction from the Kustanay two-class Russian-Kyrgyz (Kazakh) school. He received a Certificate of Commendation, stating: “Eldes Omarov, a pupil of the VI department of the Kustanay 2-class school in the Kustanay district, Turgai region, exhibited exemplary behavior and diligence, achieving excellent results in all subjects taught in the VI department. This certificate of commendation is awarded, signed by the school inspector and teachers, with the official seal applied on May 10, 1907, City of Kustanay” (CSA RK. F. 95. I. 1. C. 170. P. 6). Following this, based on a recommendation from the school's head in 1907 to the inspector of the Orenburg Kyrgyz Teacher Training School, Eldes enrolled in Orenburg, where he studied for four years. Until 1892, only Kyrgyz (Kazakhs), mainly from the Turgai district, attended this school. From April 1892, Russians were admitted, but not exceeding half the “school complement”. By the late 19th century, the Orenburg Kyrgyz Teacher Training School was the sole educational institution in the entire steppe region of the Turgai district, surpassing the Orenburg province in size. Eldes Omarov studied subjects like pedagogy, history, mathematics, geometry, physics, algebra, Russian language, gymnastics, geography, natural science, hygiene, Divine Law, religious education (Mohammedanism), singing, and anatomy. His performance varied, mostly achieving “Excellent” and “Good” grades, with three subjects – “Russian language”, “singing” and “gymnastics” – receiving a satisfactory grade. In the list of 1911 graduates with the title of primary school teacher from the Orenburg Kyrgyz Teacher Training School, Eldes Omarov received this characterization: “Omarov Eldes, Turgai stipendiary, good abilities, diligent (illegible), sufficient, good behavior, occasionally displayed rudeness towards teachers, reserved, silent, did not inspire much trust. Discipline (illegible) but with violations. Nothing special was found in terms of thinking. Trial lessons were given satisfactorily” (CSA RK. F. 95. I. 2. C. 280. P. 2-2a.).

After completing school on September 3, 1911, as per the decree of the inspector of public schools, Eldes Omarov was appointed as a teacher at Dobai village school in the Turgai district (CSA RK. F. 95. I. 2. C. 279. P. 9). Alongside him, the second Turgai stipendiary, Kasymov Almukhamed, was directed to work in the aul school of the Irgiz inspection, while the third Turgai stipendiary, Matiev Urmukhamed, did not receive a certificate for the title of primary teacher due to weak knowledge of the Russian language.

From 1911 to 1914, Eldes Omarov worked as a teacher, and starting June 1, 1914, he was elected as a translator in the Orenburg district court, succeeding Kosmukhamed Shuakaev. He served in the local court office until February 1917 (Kazakh newspaper, 1914: 4).

From December 5 to 13, 1917, during the Second All-Kirgiz Congress in Orenburg, the report of Myrzakyp Dulatov on the issue of national education sparked fervent debate. A decision was made to establish a commission, with members including individuals with prior experience in education such as Akhmet Baitursynov, Myrzakyp Dulatov, Magzhan Zhumabaev, Telzhan Shonanov, and, notably, Eldes Omarov. This fact underscores Eldes Omarov's active involvement in educational activities and the significant authority he held among the Kazakh intelligentsia of that period. Besides being a member of the commission for textbook preparation, he was also one of the active contributors to the newspaper “Kazakh” published in Orenburg since 1913.

In the early 1920s, Eldes Omarov was actively involved in various departments of the People's Commissariat of Education of the Kirghiz (Kazakh) ASSR, situated in Orenburg, as revealed by documents from the 81st fund of the Central State Archive of the Republic of Kazakhstan, hereafter referred to as Narkompros. The founding congress of the Soviets of the Kazakh ASSR in October 1920 marked a turning point, leading to the establishment of the People's Commissariat of Education and initiating a renewed development impetus for the education system. Akhmet Baitursynov, a prominent educator of the Kazakh people, assumed the role of People's Commissar of Education. Narkompros aimed to centralize educational efforts and fundamentally transform the existing education system, earning its status as one of the largest commissariats in the 1920s and 1930s. It exercised control over virtually all cultural and humanitarian domains, including education, science, library affairs, publishing, museums, theaters and cinema, clubs, cultural and leisure parks, and the preservation of architectural and cultural monuments (Mukhatova, 2021: 18).

Following the approval of the Collegium of the People's Commissariat, which included Akhmet Baitursynov and Zhusupbek Aymaulytov, during a meeting of the bureau of the Kazakh regional committee on November 19, 1920, efforts to involve national intelligentsia in leadership roles in the People's Commissariat of Education persisted. For instance, Eldes Omarov, in a statement dated October 15, 1922, addressed to the chairman of the Academic Center of Narkompros, indicated his appointment as a research assistant methodologist at the State Scholarly Council from October 16 of the same year, succeeding the former employee P.P. Khodyrev (CSA RK. F. 81. I. 1. C. 431. P. 207–208). On November 1, 1922, he became a member of the Society for the Study of the Kirghiz Territory under the Directorate of the Society for the Study of the Kirghiz Territory (CSA RK. F. 693. I. 1. C. 4. P. 20). The Society, formed during the founding assembly on October 15, 1920, aimed at a comprehensive exploration of the Kazakh Republic and neighboring regions in historical, archaeological, natural-geographical, ethnographic, and economic terms. It initially had three main departments: historical-archaeological, natural-geographical, and ethnographic, which eventually merged (CSA RK. F. 693. I. 1. C. 17. P. 6). As a result of his involvement in the Society for the Study of the Kirghiz Territory, Eldes Omarov produced a comprehensive article on the history of the Kazakh people, published in the “Kazakh Calendar” in 1922 under the theme “From the History of the Kazakh People”. The article delves into the origins of the Kazakh people, tracing back to the formation of ancient tribes (Saks, Huns, etc.) within the republic's territory, culminating in the establishment and prosperous era of the Kazakh Khanate (Omarov, 1922:). In the third volume of the Society's “Proceedings” dedicated to the 50th anniversary of Akhmet Baitursynov's birth, Eldes Omarov's work, “Scientific Activity of A.B. Baitursynov”, was featured. Omarov highlighted the multifaceted talents of Baitursynov, acknowledging his significant contributions to Kirghiz grammar, particularly in discovering the laws of Kazakh phonetics that facilitated the identification of all sounds in the

Kazakh language and the creation of a new alphabet. Omarov emphasized that despite being recognized for his roles as a poet, publicist, public figure, and educator, Baitursynov's profound contributions as a scientist were sometimes overlooked (CSA RK. F. 693. I. 1. C. 17. P. 6). As of January 28, 1923, Akhmet Baitursynov was actively engaged in matters related to the syntax and theory of Kazakh language literature, according to Omarov's observations.

In February 1923, Akhmet Baitursynov, heading the Kirghiz Scientific and Literary Council at Narkompros, once again delegated the responsibility to the active Kazakh youth for the publication of school textbooks in the Kazakh language. Recognizing the critical role of textbooks and educational programs in the success of the educational process, Baitursynov entrusted this task to the Kazakh youth. Concurrently, Eldes Omarov served as the Scientific Secretary of the Kirghiz Council. A letter dated February 7, 1923 (No. 116), stated that both Baitursynov and Omarov were exempted from office hours, from 9 am to 3 pm, due to their commitment to required scientific work in the evenings (CSA RK. F. 81. I. 1. C. 622. P. 4).

Omarov was assigned the responsibility of compiling a physics textbook, while Akhmet Baitursynov authored textbooks on the methodology of teaching the alphabet in Kirghiz (Kazakh), as well as grammar and syntax of the Kirgiz (Kazakh) language. Alikhan Bokeykhanov was given the task of developing Kirghiz (Kazakh) geography, and Zhusupbek Aymaulytov focused on didactics.

On February 26, 1923, a contract was formalized in Orenburg between Eldes Omarov and his former classmate, the Chairman of the Academic Center, Muldagali Juldubaevich Juldubaev. As per the agreement, Omarov committed to submitting the manuscript of the physics textbook in Kirgiz (Kazakh) to Narkampros no later than July 1. Sections on mechanics, gases and liquids were due by April 1, sound and heat by May 1, light by June 1, and the remaining sections on magnetism and electricity by July 1, 1923. Compensation was set at 64 rubles in gold currency per printed sheet, with drawings separately compensated at a rate of 3 rubles 20 kopecks. The total manuscript volume had to be no less than 30 printed sheets. The author would incur a 10 % penalty in case of failure to meet the contract conditions. Upon publication, the author could receive 25 free copies (CSA RK. F. 81. I. 1. C. 622. P. 45).

As indicated in the payment sheet, Eldes Omarov received 200,000 rubles for the physics textbook. Other authors, including Akhmet Baitursynov, received 600,000 rubles for three works (CSA RK. F. 81. I. 1. C. 258. P. 41).

According to the October 29, 1923 contract, Eldes (Eldes) Omarov committed to writing a geometry textbook. The manuscript, comprising at least 20 printed sheets, was to be submitted by July 1, 1924 (CSA RK. F. 81. I. 1. C. 620. P. 231).

In the archives, an invitation letter to Eldes Omarov from the head of the Social Education Department of Narkompros was discovered. The letter invited him to a meeting on March 19 at 6 pm at Perovskaya No. 5 to discuss the compilation and translation of Kirghiz textbooks. Omarov was required to present a progress report on textbook compilation and translation, following protocol No. 1 (CSA RK. F. 81. I. 1. C. 258. P. 42).

As documented in Eldes Omarov's professional dossier, he served as a staff member at the Academic Center and concurrently held the position of a teacher at the Kirghiz (Kazakh) Institute of Popular Education (KINO) in Orenburg from 1922 to 1926. Established in 1919 as a secondary specialized educational institution in Orenburg, initially named the Kirghiz Institute of Popular Enlightenment, the institute was tasked with training educators for Kazakh urban and rural schools with seven-year programs. Instruction, based on study plans and educational programs, exclusively transpired in the Kazakh language. The educational initiatives of the institute progressively evolved, with active involvement from both educators and students in endeavors to eliminate adult illiteracy, challenge entrenched customs, and propagate the emerging Soviet culture among the populace. In 1925, the institute underwent relocation to Kyzylorda. Saken Seyfullin, who later ascended to the position of rector, served as a faculty member from 1925 to 1928. Distinguished personalities such as Seitkali Mendeshev, Temirbek Zhurgenov, Kudaibergen Zhubanov, Moldagali Zholdybaev, among others, contributed to the educational fabric of the institute. Subjects were allocated to instructors, including Akhmet Baitursynov, assigned to teach the Kazakh language for a total

of 6 hours to junior and senior groups. Additional responsibilities, such as crafts for the 1st grade, drawing, and the geography of the USSR, were entrusted to A. Baitursynov. T. Zhurgenev assumed the Kazakh literature class for the 2nd grade. The curriculum embraced disciplines like the system of popular education led by Zh. Seydalin, geography and ethnography by T. Shonanov, and social studies by O. Alzhanov (Mukhatova, Kaipbayeva, 2021: 130). Eldes Omarov contributed 2 hours of physics to the 1st grade, 2 hours of physics to the 2nd grade, and 7 hours of mathematics (SARF. F. A1565. I. 6. C. 294. P. 6). He delivered physics lessons according to his unique program (SARF. F. A1565. I. 6. C. 294. P. 14). Throughout his tenure at KINO, Omarov actively engaged in the school's educational initiatives, attending pedagogical council meetings, presenting reports, and suggesting proposals. For instance, in discussions regarding “Measures to Combat Teacher Absences” he advocated “implementing the withholding of salary as a preventive measure for unjustified teacher absences, which would be compensated for the missed hours. Additionally, grant teachers the right to provide written explanations for anticipated reasons behind their absence. Going forward, establish, as a general practice, the requirement for teachers to notify the institute administration in advance in case of inability to attend classes. This would enable the administration to replace absent teachers with available substitutes or take necessary measures beforehand to prevent vacant lesson hours” (CSA RK. F. 81. I. 1. C. 1043. P. 59).

In 1926, the Kazakh State Publishing House, led by S. Kadyrbaev, published Eldes Omarov's translated Civil Code in Kyzyl Orda, followed by the Land Code in 1927.

Between 1926 and 1929, Omarov held positions at the Tashkent Pedagogical Institute and the Faculty of Oriental Studies at the Central Asian State University. However, accusations of a counter-revolutionary past and the categorization of the intellectual elite as “enemies of the people” cast a shadow over Eldes Omarov. In late 1929, he faced arrest, and by April 1930, he received a death sentence, later commuted to a 10-year exile in Arkhangelsk. His release and rehabilitation occurred in July 1933 due to the absence of criminal charges (Koigeldiyev, 2023: 723)

Following his release in 1934–1935, Omarov taught the Kazakh language at the Kazakh State Medical Institute (Archive of the S. Asfendiyarov Kazakh National Medical University, I. 2. C. 3626). Under Professor Zikeev's directive, he was tasked with compiling a Kazakh language textbook for medical professionals, with an increased teaching load of 30 hours per month from November 15, compensated at the assistant professor rate (CSA RK. F. 1681. I. 4. C. 20. P. 39).

Between 1935 and 1937, he served as an associate professor in the Department of Kazakh language at the Kazakh State University. Following a faculty meeting that reviewed curriculum plans, Omarov was assigned to systematize material for a Kazakh language textbook (CSA RK. F. 1352. I. 1. C. 18. P. 28). The Central State Archive of the Republic of Kazakhstan contains Omarov's program on the Kazakh language for second-year students in the Biology, Chemistry, and Physics-Mathematics faculties of KazGU (Appendix A).

During the Great Terror of 1937–1938, Eldes Omarov, like other members of the Alash intelligentsia, faced consequences for his counter-revolutionary past, exacerbated by his affiliations with previously repressed individuals. Telzhan Shonanov, a close friend of Omarov and a prominent researcher and philologist, was repressed in 1937. In October 1937, Omarov's family was evicted from the dormitory of the Kazakh State University, and in November, he was arrested. On December 1, Eldes Omarov received a death sentence.

Conclusion

In summary, Eldes Omarov contributed significantly as the author of numerous school textbooks, particularly in mathematics, algebra, physics, trigonometry, and geometry. He translated, adapted, and authored works in Russian and German, and his involvement extended to translating legislative acts. Notably, contemporaries honored him with the title of the “Kazakh Lomonosov” for his diverse contributions. It is important to acknowledge that the destiny of each activist affiliated with the Alash movement, individuals who dedicated themselves to the pursuit of our nation's independence, was notably bleak. We anticipate further endeavors towards fostering awareness and appreciation of their innovative endeavors, notable achievements, and political contributions within the younger cohort.

Appendix A

Kazakh Language Program for the 2nd Year of the Biology, Chemistry, and Physics-Mathematics Faculties at Kazakh State University (1936–1937)

1. *Review of First-Year Grammar*: Recapitulation of previously covered grammar from the first year. Reading with analysis, composing sentences using familiar forms. Introduction of “30–40” new words – “6” hours.

2. *Conditional Mood*: Application of the conditional form in simple sentences. Construction of phrases using this form. Introducing “10-15” new words – “2” hours.

3. *Remote Form Verbs, Conjugation of Participles, Past Tense Bases*: Introduction to the remote form of verbs, conjugation of participles, past tense bases. Usage of the auxiliary word “eken”. Crafting sentences using the remote form. Introducing “20–30” new words – “4” hours.

4. *Conjugation System*: Prefix conjugation grouping. Application of each prefix group. Reading texts, composing phrases that encompass various conjugation forms. Introducing “20–30” new words – “4” hours.

5. *Simple Sentences*: Features of word combinations. Methods of subordination: 1. Word placement. 2. Governance (case forms). 3. Agreement (prefixes, possessive conjugations). 4. Verb subordination from verb forms (participles and conditional forms). 5. Free attachment (subordination of nouns with temporal significance) and 6. Immediate attachment for A) subordination of a noun to another noun and B) subordination to a verb. Reading texts to identify methods of subordination. Approximately 1000 new words – 20 hours.

6. *Order of Words Subordinate to the Same Word*: Composing phrases while adhering to the order of positive words that have a common subordination to a word. Introducing “20–30” new words – “4” hours.

7. *Sequential Subordination of One Word to Another*: Elaborate sentence members, their types. Subordination of a complete sentence to a member of another sentence. Complex sentences. Types of complex sentence members (classification based on the methods of subordination listed in item 5). Syntactic prefixes in applications to completed phrases. Punctuation in complex sentences. Reading texts with analysis of complex sentences. Introducing “60–70” new words – “18” hours.

8. *Homogeneous Members of a Sentence*: Paired, simple, and complex. General prefix of homogeneous members. Past tense participle as an indefinite form for homogeneous members of verbal origin. Conjunctions linking homogeneous members. Punctuation for homogeneous members of a sentence. Reading texts with analysis. Composing phrases. Introducing “30–40” new words – “6” hours.

9. *Subordinate Clauses Linked to the Main Clause Using the Pronoun "sol" or the Pronominal Verb "tyjt" /illegible/, Subordinated to a Member of the Main Clause and the Conjunction of Words (Expressing a Question) Corresponding to the Pronoun "sol" and Serving as /illegible/ Members of the Subordinate Clause*: Punctuation in complex-subordinate sentences. Reading texts with analysis. Composing complex-subordinate sentences. Introducing “40–50” new words – “8” hours.

10. *Complex-Subordinate Sentences*: Methods of coordination. Conjunctions linking coordinated sentences. Punctuation in complex-subordinate sentences. Reading texts with analysis. Composing complex-subordinate sentences. Introducing “30–40” new words – “6” hours.

11. *Foreign Words*: Usage of the verb “de”. Punctuation for direct speech. Reading with analysis. Composing phrases. Introducing “20–30” new words – “4” hours.

12. *Reading Texts*: Composing short stories. Translation from Russian to Kazakh for various sentence types. Translation of scientific formulations in various disciplines. Introducing “40–50” new words – “8” hours.

Total – 84 hours.

Signature (Omarov)

CSA RK F. 1352. I. 1. C. 109. P. 16.

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SA RF — State Archive of the Russian Federation
Archive of Kazakh National Medical University named after S.D. Asfendiyarov

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ГАРФ — Государственный архив Российской Федерации
Архив Казахского национального медицинского университета им. С.Д. Асфендиярова

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