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Explaining the Basics and Logic of Mother Tongue Education, a Way for Educational Justice in Bilingual Primary School Students

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Abstract

Purpose: The present study was conducted with the aim of explaining the principles and logic of education in the mother tongue, a way to educational justice.

Methodology: The research method in this study was qualitative. The statistical population includes 14 Buddhist experts and physicians who are experts in the field of curriculum and multicultural education. The sampling method was purposeful and criterion-based and was completed after 14 theoretical saturation interviews. Schematic analysis was also used to load internal information and collect interviews. The research tool for data collection was a semi-created interview. The reliability method has been used to ensure the reliability tool. Content analysis was performed to analyse the data.

Findings: Findings A total of 38 codes were extracted in the form of six main themes with the titles of formation of socio-professional identity of learner's education, comprehensive development of students, deep learning - student's satisfaction and academic achievement, preservation of culture, customs, traditions And ethnicities - nationalities, a tool for social equality and the preservation of cultural, economic and cultural capital are categorized as the logic of education in the mother tongue, and the necessary foundations for education in the mother tongue include the basics of budget education such as reading, writing, arithmetic and Most important is the presence of a skilled educator or teacher who weakens the potential systems that cover the training.

Conclusion: Based on the research findings, the components of student's socio-professional identity formation, all-round growth of students, deep learning - student's satisfaction and academic achievement, preservation of culture, customs, traditions and ethnicities - nationalities, a tool for social equality and preservation The value of cultural capital as logic and the necessary foundations for education in the mother tongue included the basic principles of education.

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1. Introduction

We are witnessing historical times in which social and technological change, in all its manifestations, has led to new challenges for the education system as a whole. Therefore, improving inclusive education was set as a goal and it requires attention to different cultures of students and the need to pay attention to diversity should be considered as a principle, hence the attention to the specific characteristics of students to social cohesion and Educational will help (Arsal, 2019). Education in the mother tongue has officially started in recent years during the formal education in our country. Education in the mother tongue requires special and effective patterns. The manner and manner of placing the mother tongue next to the official language and official curricula and how it is taught may be influenced by political phenomena, education and even the psychology of learning. In order to be able to present mother tongue education programs effectively, we need to examine various variables. Education as a pillar of progress and development of a country will be universal if educational justice prevails in the education system and other educational institutions. Educational justice means using all the talents to provide opportunities. Educational justice is a term used to describe the role of justice that is directly related to classroom interactions (Dibaei Saber et al, 2019).

Educational equality is a moral imperative for societies where education is a vital determinant of life opportunities. Some principals are still reluctant to invest in educating people in dire need and are pessimistic about whether the money will make a difference in the educational outcomes of these students (Levin, 2009). The most important principles or manifestations on the basis of which the observance or non-observance of justice is concluded include: the proportionality between the achievements and the effort and contribution that the person has had, the amount of contribution and participation that the person has had in decisions related to him and others. Having the right to respectful treatment, observance of stability and non-discrimination, equal and non-partisan treatment and decisions, having the opportunity to object to unequal and unjust conditions or wrong decisions, expecting decisions based on comprehensive and accurate information, observing the conditions and needs of individuals as much as possible And the dominance of ethical standards and values in the decisions and behaviors of interaction parties (Mohammadzadeh, 2018). Maxwell & Duckworth (2015) have introduced these principles as the most obvious and at the same time the most important principles that need to exist in educational spaces and environments. Educational justice is one of the main issues in any educational system and there are many efforts to achieve it. In Iran, according to the constitution and for access to fair educational opportunities for learners, many efforts have been made to facilitate the achievement of educational justice (Eslami Harandi, 2019).

The use of the mother tongue is an inevitable part of teaching a second language in areas where both teachers and learners have the same mother tongue. Although it has been banned at different times due to different language teaching methods such as direct methods, this is why teachers in the classrooms use their mother tongue. Teachers cannot decide whether this is a good idea or not, and if it is used, when, why, and for what purpose (Bogotch, 2010). While educators of multilingual students are increasingly embracing the mother tongue as a personal and scientific asset, they are often challenged to combine the mother tongue with their learner. The first step for teachers is to encourage an inclusive language learning environment in which students use all of their programs to interact with the program content. In addition, communication outside the school may be limited to peers, family members, and teachers. It is also very unlikely that teachers will encourage students to develop their mother tongue skills in multiple language areas and among peers with diverse formal education experiences (Egne, 2014). When children receive formal education in their first language during primary school and then gradually transfer to science learning in the second language, they learn the second language quickly. If they also continue to have opportunities to develop their first language skills in secondary schools, they will emerge as bilingual (or multilingual) learners. If, however, children are forced to make a sudden change or very early transition from mother tongue learning

to second language instruction, however, first language acquisition may be impaired or lost. More importantly, they reduce their self-confidence as learners and their interest in what they are learning, leading to lack of motivation, school failure, and early school leaving. Studies have shown that when second language skills replace first language, the linguistic and cultural systems are in conflict rather than complementary (Sturdivant, 2019).

Fateh Yilmaz's research has shown that students' mother tongue can promote the learning of other languages, the development of content knowledge, and literacy. In addition, international research in many fields shows that the preservation and development of bilingualism over time has numerous scientific, linguistic, and cognitive benefits. Studies in the United States have shown that students who take advantage of this opportunity to develop and maintain their mother tongue perform better than their peers in monolingual programs in both English and content literacy. "Bilingualism is the result of a situation in which society has positive values towards both the first language and the second language" (Fatih Yılmaz, 2016). "Bilingualism states that bilingualism has no negative impact on scientific, linguistic and intellectual development." Other research has also shown that teaching students to read in their mother tongue promotes higher levels of success in other languages, and for adolescent students with or without formal education, the potential value of teaching in their mother tongue is potentially (Grosjean, et al, 2015) Many linguists, as well as experienced and successful bilinguals, argue that in multicultural societies it is highly desirable to support the use of the first language for young people to learn bilingualism in schools (Ann-"Students' mother tongue is used in the classroom to increase security, to provide a bridge from the familiar to the unfamiliar, and to clarify the meanings of the words of the target language," claims Larsen Freeman (2018). Tong "moderate and conscious use of the mother tongue is useful, and can facilitate learning and case language Comment ". Schwyer claims that "mother tongue provides security and allows students to share their experiences" (Diane Larsen-Freeman. 2014). Studies have also shown that the use of mother tongue helps to maintain classroom discipline, build relationships and reduce social distance with students (Garcia et al, 2018). Since 1953, UNESCO has promoted "the right to learn one's mother tongue and to preserve linguistic and cultural diversity through language policies in education. UNESCO has supported mother tongue education for half a century in early childhood and early childhood. UNESCO (2007) the benefits of using the mother tongue are as follows: 1. When children have opportunities to learn their mother tongue, they are more likely to enroll and succeed in school. 2. Their parents are more likely to communicate with teachers and 3. Their mother tongue education is especially beneficial for disadvantaged groups, such as rural and indigenous children 4. In most of the world, language-oriented education can benefit girls, who tend to be less Exposure to the official language and staying in another school, better achievement, less repetition of grades when they are taught in their mother tongue (UNESCO, 2003).

Bilingualism has a positive effect on language process and students' academic development. As students develop their abilities in two or more languages in elementary school, they gain a deeper understanding of the language and how to use it effectively. If they practice more in the process of learning both languages at the same time, especially when they increase their literacy level in both cases, they can actually arrange and compare both languages. More than 150 studies over the past 35 years confirm what the German philosopher Goethe stated: One who knows only one language is not really fully acquainted with that language. Research also shows that bilingual students show more flexibility in processing information through different languages.

Abdoli et al (2015) in their study stated that learners expect the educational system to design programs that lead to the development of their skills to understand the world and diverse societies. They believe that in order for people to be able to tolerate multicultural societies and live in them without worries, they need formal and non-formal education, especially through curricula, teachers and other teaching staff. Therefore, paying attention to this cultural diversity is one of the basic priorities of various cultural educational systems. Abdoli et al (2015) in his research states that if a multicultural classroom is implemented, students

in these environments are less likely to be harmed by racial differences and differences and will be free from any kind of injustice and education. Mohammadi, et al (2016) believed that teachers should undergo multicultural training courses in order to gain a relative knowledge of cultural, social, religious and ecological situations in different environments and with the help of local and regional examples such as poets. Well-known poets, writers cite each culture as an example so that learners can better understand the lesson, or if there are books in different cultures available so that students can learn more about the culture. Therefore, according to the literature and research background, the purpose of this study is to explain the principles and logic of education in the mother tongue, a way to educational justice in bilingual elementary students.

2. Methodology

The research method in this study was qualitative. In this part, a semi-structured interview was conducted. Research participants included experts and specialists in the field of curriculum and multicultural education. The sampling method in this section was purposeful and after 14 interviews we reached theoretical saturation. All participants were allowed to leave the study during the interview if they did not wish to continue their research. The time and place of the interview were also determined by the participant. The selection process continued until no new data appeared in the interview process, ie data collection continued until the theoretical saturation of the data was achieved, and finally the number of participants reached 14 people. Participants' views on the basics and logic of mother tongue education were obtained through semi-structured interviews and qualitative content analysis, the interview process with the main question "In your opinion, what are the basics and logic of teaching in the mother tongue?" It started and used enlightening questions in the interview process - like can you explain a little more? Data were collected, recorded, coded and categorized into major concepts over a 6-month intensive period. Data were analyzed based on content analysis. First, the key points of each semi-structured interview were marked in writing by listening to the recorded interviews and studying the notes taken during the interview, then the key points were extracted from each interview. Then the necessary labeling was done by categorizing the key points in the form of professional terms. Then, the labeled terms of each interviewee were organized in the form of a table and based on their relationship and proportion to each other, in terms of dimensions and components. Some indicators that were placed in several categories, after examining these concepts and their proximity to a particular category, these concepts were placed in the relevant category, and given that some indicators are common to several variables or they had a lot in common, they were deleted. Then, secondary concepts were created based on the results and the existing literature, and finally, central concepts were created based on theoretical foundations and interview questions.

The criteria for selecting participants to enter the interview were to have the necessary knowledge and expertise in the field of multicultural education - linguistics - anthropology. Interviews with these individuals as a whole provided almost theoretical saturation to end the sampling. The research tool for data collection was semi-structured interview. Purposeful sampling method has been the criterion for studying the views of experts. Thematic analysis method was also used to codify the content of the data and summarize the interviews. Ethical considerations made in the process of conducting the study were: obtaining the informed consent of the subjects, the possibility of leaving the research freely, confidentiality and protection of information. Table 2 shows an example of the process of coding and analyzing qualitative data in interviews with participants. In this process, the category is classified into specific categories based on compliments, examples, and coding rules. Simultaneous reliability method was used to ensure the reliability of the research tool. During the research and collection of interview data, the researchers simultaneously coded and analyzed the data and the results were compared with each other so that the findings were sufficiently valid and the researchers' mentality was interpreted. Have no direct involvement.

3. Findings

Table1. Demographic information of the mixed method (for the interview stage)

order	Gender	education	Work Experience
Secretary	Female	MA	Less than 5 years
Assistant Professor	Man	PhD	Between 6 and 10 years
Secretary	Man	PhD student	More than 15 years
Associate Professor	Man	PhD	More than 15 years
the coach	Man	PhD student	More than 15 years
Assistant Professor	Man	PhD	Between 6 and 10 years
Assistant Professor	Female	PhD	Between 6 and 10 years
Assistant Professor	Man	PhD	Between 6 and 10 years
Secretary	Man	PhD	Between 6 and 10 years
Assistant Professor	Female	PhD	Between 6 and 10 years
Secretary	Man	PhD student	More than 15 years
Assistant Professor	Man	PhD	More than 15 years
Secretary	Man	PhD student	More than 15 years
Assistant Professor	Man	PhD	More than 15 years

The table above is related to the descriptive statistics of the experts to conduct the interview. To collect qualitative data, 14 experts and specialists were interviewed, 11 of whom were male and 3 of whom were female. Based on work experience, 1 person under 5 years old, 6 people between 5 to 10 years old, 7 people had more than 15 years of work experience.

Table2. An example of the process of coding the extracted categories from the interviews

Category	Definition	Example	Coding rules
Formation of academic identity	Build confidence in the learner Increase academic satisfaction Increase student academic achievement Increase creativity and inclusive ability	Creating a sense of social anxiety in the early years of school and encountering a new language and fear of the unknown (No. 7)	Use situational or combination teaching approaches.
Preservation of ethnic-national culture	Reflection of culture and customs in elementary courses Creating a pervasive sense of belonging to ethnic identity Deep connection of theoretical lessons with real life Creating a sense of individual responsibility in learners towards culture and land Using unfamiliar examples in lessons and lack of connection with the real world of learners prevents deep learning (Interviewee No. 3)	Using unfamiliar examples in lessons and not connecting with learners' real world prevents deep learning (Interviewee No. 3)	Reflecting familiar examples and illustrations in the curriculum is engaging and encouraging for learners.

Automatic or thematic analysis is an analysis based on analytical induction in which the researcher achieves an analytical typology through data classification and modeling of input and output. In other words, thematic analysis is the act of coding and analyzing data with the aim of what the data says. This type of analysis primarily seeks to model the data. Once modeling is achieved, it should be thematically or thematically supported, in other words, the theme originates from the data. According to the interviews, the main codes were extracted from the content of the interviews, the main theme of which is as follows:

Formation of social-professional educational identity of learners; the formation of learners' social identity is one of the obvious effects of mother tongue education. It can be acknowledged that this identity arises according to self-awareness as well as social conditions and situations. According to Giddens, the set of social functions, the process of reflection of these functions, the degree of functioning of the individual's rationality and self-awareness and rethinking, place the individual's identity in a regular process. According

to him, everything in social life takes place in a social-cultural context. Thus, social identity as a personal identity in this social process undergoes change and transformation. Tajfel believes that social identity is created based on the individual's awareness of belonging to a particular group and is defined in a process in which the individual is provided with values and emotions. That is, social identity is the feeling of belonging to a particular group. In other words, according to Tajfel, social identity is a part of a person's perception of himself that stems from his awareness of membership in social groups and also includes the importance of being valuable and emotional in the group.

Also, one of the important dimensions of identity is the formation of academic identity, which refers to the beliefs and thoughts of each person about how to study and use effective strategies to succeed in this path, which if realized leads to empowerment and positive beliefs about It depends on one's abilities. One of the interviewees states: "When a student feels a sense of satisfaction and connection with the mother tongue from the education provided in schools that are conducted in the mother tongue, he tries to include the subjects in his mental schemas with "Adapt to all kinds of learning methods, and on the other hand, the feeling of belonging to a common language with classmates and the educational environment gradually causes it to be in the form of the first social groups and the foundations for the formation of socio-educational identity are formed." Interviewee No 10.

Other positive effects of mother tongue education include reducing social anxiety - increasing creativity and increasing learners' confidence. Nurturing students' personalities; Emphasis and attention on the active role of students in the learning center can be one of the good opportunities of these bilingual schools. Due to the educational atmosphere that is established in these schools and the teachers are teaching the learners using the mother rabbi, and since the student himself is more involved in the learning process, it can affect other dimensions. Since one of the major goals in our educational system is to nurture and educate the individual, this important issue is pursued more vividly during the establishment of these schools. Personality traits such as (self-esteem, motivation, development of critical thinking, cultivating curiosity, self-regulation skills, problem solving, higher aspects of cognition such as analysis-composition-evaluation, etc.) can be strengthened in the learner, According to one of the interviewees: "The most important opportunity for learners in their mother tongue is to cultivate a sense of self-confidence and self-confidence in them. These schools have fewer disciplinary problems than regular schools. In teaching in the mother tongue, the teacher can use several methods (combined) in teaching. "These schools also increase creativity and innovation and open new avenues for inclusive advancement and the institutionalization of information and knowledge in the inclusive." Interviewee No. 3.

Deep learning - student satisfaction and academic achievement; Teaching in the mother tongue in the elementary school has direct and indirect positive effects on learners. Accordingly, if more content from ethnicities can be included and reflected in the compilation of the curriculum, its impact on students' learning will be greater. But the important point here is about the role of the teacher; an experienced and expert teacher can well cover the weakness of the educational content of textbooks and, for example, link the curriculum with allegories and examples of life around the learners to somehow lead to deep learning of learners. This in turn leads to increased academic achievement and improved academic performance of learners and also leads to overall academic satisfaction. One of the interviewees: "If the teacher is an expert with skills and experience in the bilingual education system, he / she can adapt the content of the textbooks well to the real life and natural environment of the students." And many studies show that whenever the material presented in the classroom is close to real life, students learn the material with a deep approach and their academic performance increases, as well as the degree of academic satisfaction of oneself and the teacher. "The student also goes up." Interviewee No. 6.

Preservation of culture, customs, traditions and ethnicities - nationalities; Culture; It is the most invisible and obvious part of human life. Invisibility because it is an internal phenomenon and is inextricably linked to the value system institutionalized in human existence. Thus values; they constitute the innermost

and most fundamental element of culture and all behaviors and states of the individual and society originate from it. In a society, a special place for culture cannot be determined, but it can be said that culture flows in all components and elements of social life and no activity in human beings takes place without culture.

Education device; It is considered to be the most obvious and obvious manifestation of culture in any society, that is, it is the same science that is applied by previous generations to those who are not yet ready for social life, and its purpose is to find and cultivate those physical, moral and It is a culture in an individual that society as a whole expects from him in the particular environment in which he lives. There is a direct and coordinated relationship between society and education. Given the human educational need for culture and civilization, this institution is part of this organic whole. On this basis, the education system has the status of infrastructure and the first basis in the formation of public culture and ethnic and national beliefs; Because children, who enter the educational complexes from the beginning of entering the learning stage, are in a stage where their thoughts are gradually formed, the formation of their thoughts, with a kind of physical and mental preparation, becomes mental and emotional. In fact, it is the first receipts that make up the main task. The "alchemy of education" may be reduced to ashes by negligence, homogeneity, power-centeredness, and destroy everything with it. Therefore, all cultures of human societies are the product of human education. Multicultural education leads to the preservation of the country's cultural heritage and ethnic customs.

Education is one of the best and greatest tools with which the culture, customs, traditions and traditions of nations can be transmitted and preserved from one generation to another. One of the interviewees believes that: "Apart from other short-term and long-term effects of education that can be expressed on the individual and society, perhaps one of the most important roles of education, namely education in the mother tongue in this discussion, which certainly It can be said that the preservation and transfer of cultural heritage, customs and traditions, customs and ceremonies of each nation and nation is done through education, and education has the greatest role in the transfer and preservation of this cultural heritage. Interviewee No. 5.

A tool for social equality and preserving the value of cultural capital; Students enter the educational system with different and diverse cultural views and from different races and ethnicities; But they do not know how to deal with the cultural diversity that exists among their fellow human beings in order to be able in the future to have an ideal society with a balanced educational system that is culturally free from differences. Students in these environments are less likely to be harmed by racial differences and avoid any injustice or educational inequality.

Different countries, especially international organizations, have emphasized the importance of motherhood in various documents and laws and have warned different countries to preserve it. For example, Article 27 of the 1996 International Covenant on Civil and Political Rights states that in countries where there are racial, religious and linguistic minorities, persons belonging to these minorities shall not be deprived of the right to associate with members of their own group, And (also) deprived them of the benefit of culture and the expression and performance of religious rites or the use of their own language. Also, according to Article 30 of the 1989 Convention on the Rights of the Child, in countries where there are indigenous, religious or linguistic minorities or persons of indigenous origin, a child belonging to such minorities or a child who is indigenous shall not have the right to enjoy his or her culture. Be deprived of your religion and its practices or use of your language along with other members of your group. Article 52 of the Universal Declaration of Linguistic Rights, adopted in 1990, also emphasizes the protection of the language of minorities and the duties of governments. "Another important document prepared by UNESCO is the Charter of the Mother Tongue, according to which all school students must begin their formal education in their mother tongue."

"All governments are obliged to produce and distribute all necessary resources, materials and equipment to strengthen and teach the mother tongue." "Teachers must be adequately trained and prepared to teach in their mother tongue … because teaching in their mother tongue is a means of social equality."

Language is a human intellectual-mental product and the most important means of communication, expression of thoughts and emotions, literary creation, mirror of culture, means of communication between generations, factor of human unity and gathering them in different language groups and communities, identifying individuals and communities, and one It is the elements of definition and recognition of nations and countries, and this in turn constitutes the cultural capital of society. Interviewee No. 2 states: "If a student feels compelled to learn a separate language and his or her mother tongue has no role in education, he or she will come to the conclusion that he or she is studying in an unequal education system and that he or she has the right to "This view has been trampled on, and it puts him on a path where he sees the culture and traditions of his people as in conflict with the official language of education, and in a way he sees his cultural capital as in conflict with the official language." Interviewee No. 5.

The basics needed for mother tongue instruction include the basics of instruction such as reading-writing-arithmetic skills and, most importantly, the presence of a skilled instructor or teacher who can cover the possible weaknesses of the education system. "Teaching in the mother tongue makes words and concepts seem more tangible and familiar to students. The student feels much less alienated from the knowledge he or she is learning. Given that the learning process is a process that is powerful Thought and language are intertwined, which is why the student learns better with the language he speaks and hears than with a language that has an imposed aspect, in a sense a compulsive aspect. Elementary students, when they first enter the classroom environment They experience a kind of linguistic-emotional shock because they feel comfortable speaking their mother tongue in the family environment, and they are very fluent in their mother tongue. It interrupts both a kind of wavering in his identity and stress until he fully adapts to the language of instruction or the official language of the schools, and this slows down the learning process in him. In general, I can say that for the flow of education in the mother tongue or formally, we have a set of basic principles and rules, in other words, the necessary basics, including strengthening skills and abilities O students in reading, writing, arithmetic, playing with words, his diagnoses, etc.: No. 9.

4. Discussion

The aim of this study was to explain the basics and logic of education in the mother tongue, a way to compensate for educational deficits in elementary students. The results of this study showed that the components of the formation of learners' socio-professional academic identity, students' all-round growth, deep learning - students' academic satisfaction and achievement, preservation of culture, customs, ethnicities - nationalities, a tool for social equality and Maintaining the value of cultural capital as logic and the necessary foundations for teaching in the mother tongue included the basic principles of education such as the ability to read, write, calculate and most importantly the existence of a skilled educator or teacher who can identify possible weaknesses in the education system. Cover. Mohammadi et al (2017) showed in a study that teaching in Persian language impairs students' learning in the areas of knowledge, attitude and ability and in cultural issues causes students to move away from cultural identity and inattention to Has become the mother tongue. Data analysis also showed that the most learning disabilities are focused on the areas of knowledge, attitude and ability, respectively; therefore, in order to reduce these harms to bilingual students and to establish educational justice, it is necessary to implement a multicultural curriculum in the educational system.

Karami et al (2018) in a study showed that the four variables of cognitive development, mental health, national unity and the development of democracy are the most important opportunities for education in the mother tongue. Policymakers also achieve development, increase academic performance and training of

human resources. As an opportunity and lack of language resources are considered a serious threat to mother tongue education.

Multicultural education and the need to familiarize people with philosophical principles and the consequences of ignoring it in today's conditions is one of the main priorities of educational systems of societies that have a significant cultural diversity in nature; Because in the light of the generalization of the discourse of cultural pluralism in the world today, it is widely accepted that "in a multicultural society, instead of adopting a policy of replicating culturally dispersed groups in a homogeneous culture, the unity of a national political rights community can be achieved without threat." , Recognized equal socio-cultural equality for all ethnic groups.

One of the most important issues in multicultural education is mother tongue education. According to research, humans became acquainted with their mother tongue from the embryonic period, and after being born, they react and listen to this language when they hear it. Children learn to communicate with their loved ones in this language; In fact, with this language, the child identifies his personality area and through it, he can go from being an individual to being social. When we speak in our mother tongue, a direct connection is established between our brain, tongue and heart, through which all our memories, related experiences and emotions come to life. So "mother tongue is like a key that unlocks us and reveals talents, culture, identity and originality.

In many countries, in addition to the official language, there are other languages that have a significant impact on the learning of people in that community. For example, on the one hand, the existence of linguistic diversity in Iran and on the other hand, the recognition of a single language with which all political, social, cultural and educational issues of the country are raised; It has always harmed the education of bilingual students. The fact of the matter is that in Iran, when bilingual children reach the age of education, the child must be formally educated in another language that is very different from his / her mother tongue. In this regard, Hosseini states that everything a student hears in non-native language in formal education understands only a part of what he hears; because starting formal education for student's means learning a foreign language. Accordingly, the entry of bilinguals into school can be an unfortunate event that has negative consequences on his academic progress and social, cognitive, emotional and psychological-motor development because the child is exposed to a language that is not found in his cultural content. As a result, a communication distance is established between the child and the school. According to Blanc and Hummer, a child who has learned his mother tongue in a gradual process and in direct connection with his environment, first has an emotional and communicative function for him and then uses it for his cognitive development. According to him, when a child enters school with an incomplete knowledge of a second language and encounters his cognitive functions instead of the social and emotional functions of the language, his language development is impaired.

Bavi study (2010) was conducted to compare the effect of education in mother tongue, official language and combined language of science course on academic achievement of first year male elementary students in bilingual areas of Ahvaz. This quasi-experimental study was performed with a post-test design with three groups. For one group, science education was conducted in the mother tongue, for another group in the official language, and for the third group, science education was conducted in a combined language. The post-test was performed simultaneously from three groups after teaching in mother tongue, official language and combination. Based on the results, there was no statistically significant difference between the mean of the official language group with the mother tongue group and the combined language group.

The results of the research based on the obtained data indicate that education in the mother tongue has a positive effect on the growth and academic achievement and other identity variables of learners. According to Article 15 of the Constitution and Article 19, which states that the people of Iran, regardless of their ethnicity, tribe and race, must enjoy equal rights, and color, race, language and the like are not a

factor of superiority. There is no formal and systematic program in the Iranian educational system to provide and implement education in indigenous languages or to teach them. All textbooks that are compiled and taught in schools and universities are all in Persian and no textbook belong to other language groups (Kurdish, Azeri, Arabic, Turkmen, Gilaki, etc.).

Considering the obtained results, it is suggested that mother tongue education be considered in the primary education system in bilingual areas with ethnic-cultural pluralism in order to witness its positive effects on students and the educational system and to compensate educational justice to some extent. In order to achieve development as a national goal, special attention should be paid to educating the future builders of society and designing curricula of the educational system in order to promote and pay attention to the culture of ethnicities. Also, for equality and educational justice, we must wait for fundamental reforms in the educational system to prevent educational damage in the areas of knowledge, attitude and ability, and in general the academic achievement of students who are not taught in their mother tongue. Education by teaching ethnic languages and literature such as Kurdish, Azeri, Arabic, etc. in schools and free preschool education in bilingual areas due to their poor economic situation can be a valuable step in achieving multicultural education. . Teachers need to be reminded of the cultural and linguistic needs of different students and to know that these needs are not being met in a monocultural and monolingual system. Also, by identifying the abilities and talents of students and applying them in the learning process, provide equal opportunities for all students from different cultures. One of the limitations of this research is that the present research design is a static design and there was no possibility of interference and capture.

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