

ABSTRACT

The notation of a number in the position system, especially in the decimal system, is the most widely used representation of a number by humans. There are various ways of developing pupils' understanding of this notation in the classroom. According to the literature, the key elements for developing understanding of number notation in the positional system are, in particular, problem solving tasks and their discussion. In Czech schools, a method persists which, according to the literature and the possible interpretation of qualitative research, does not seem to be effective. The observed level of pupils' understanding of the place value varies and does not seem to increase with the grade level. Pupils' demonstrated misunderstandings take different forms and are described in detail.

KEYWORDS

number notation, place value, type of assignment, didactic test, analysis of pupils' solutions