World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

STAGES OF TEACHING THE NUMBER RANGE UP TO 100 IN PRIMARY SCHOOL MATHEMATICS LESSONS

Saydaliyeva Lazzat Muxtarali qizi
Lecturer, Department of Theory and Methodology of Primary Education
National Pedagogical University of Uzbekistan

Mamirbayeva Aygul Nurlibay qizi
Student, National Pedagogical University of Uzbekistan

Abstract

Working with students who are just starting to go to primary school, learning and developing behavior requires a lot of responsibility. At the same time, pedagogy is important because it gives teachers an idea of the best methods for organizing classes. This allows them to understand how different students learn so they can tailor their lessons to those needs. As a result, the quality of their teaching is improved, as it is well received by students.

Keywords: Primary school teachers, pedagogy, quality education, work with children, primary school, school environment, pedagogical council.

Introduction

BOSHLANG'ICH SINF MATEMATIKA DARSLARIDA 100 LIK KONSENTRINI O'RGATISH BOSQICHLARI

Saydaliyeva Lazzat Muxtarali qizi
O'zbekiston milliy pedagogika universiteti
Boshlang'ich ta'lim nazariyasi va metodikasi kafedrasi o`qituvchisi

Mamirbayeva Aygul Nurlibay qizi
O'zbekiston milliy pedagogika universiteti talabasi

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | **Volume 2, Issue 11, November 2026**

This article/work is licensed under CC by 4.0 Attribution

https://worldbulletin.org/index.php/1

Annotatsiya:
Boshlang‘ich maktabda o‘qishni endi boshlayotgan o‘quvchilar bilan ishlash, ularga ta’lim berish va xulq-atvorining rivojlanishiga erishish juda katta mas’uliyat talab etadi. Bunda, pedagogika muhim ahamiyatga ega, chunki u o‘qituvchilarga sinfni tashkil qilish uchun eng yaxshi tajribalar haqida tushuncha beradi. Bu ularga turli xil o‘quvchilar qanday o‘rganishlarini tushunishga imkon beradi, shuning uchun ular o‘z darslarini ushbu ehtiyojlarga moslashtirishlari mumkin. Natijada, bu ularning o‘qitish sifatini oshiradi, chunki u talabalar tomonidan yaxshi qabul qilinadi.

Kalit so‘zlar: boshlang‘ich ta’lim o‘qituvchilari, pedagogika, sifatli ta’lim, bolalar bilan ishlash, boshlang‘ich sinf, sinf muhiti, pedagogik maslahatlar.

Аннотация:
Работа с учащимися, которые только начинают ходить в начальную школу, обучение и развитие поведения требует большой ответственности. В то же время педагогика важна, поскольку дает учителям представление о лучших методах организации занятий. Это позволяет им понять, как учатся разные ученики, чтобы они могли адаптировать свои уроки к этим потребностям. В результате повышается качество их преподавания, так как оно хорошо воспринимается учащимися.

Ключевые слова: учителя начальных классов, педагогика, качественное образование, работа с детьми, начальная школа, школьная среда, педагогический совет.

The topic of "numbers up to 100" is one of the most significant units in the mathematics curriculum. Its study begins in the fourth quarter of the first grade. The study of two-digit numbers—specifically their numeration (representation/naming) and the arithmetic operations performed upon them—is treated as a distinct focus for the following reasons:
First, it is at this stage that students develop an understanding of the "ten"—the first composite unit of our counting system. Consequently, mastering the oral and

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

written representation of two-digit numbers serves as an essential prerequisite for learning to work with multi-digit numbers of any size.

Second, as students learn to perform arithmetic operations with numbers up to 100, they acquire fundamental mental calculation techniques, while simultaneously internalizing the underlying properties of arithmetic operations (e.g., $3+9=9+3$; $40+16=40+(10+6)=(40+10)+6$; $14 \times 3=(10+4) \times 3=10 \times 3+4 \times 3$, etc.). Thus, studying operations involving two-digit numbers constitutes a specific, foundational stage in the development of both theoretical knowledge and computational skills in children.

Third, in the process of learning arithmetic operations with numbers up to 100, students memorize the addition and multiplication tables. A thorough knowledge of basic addition and multiplication facts serves as the foundation for developing skills in written—as opposed to purely mental—calculation. Thus, studying operations within the context of "numbers up to 100" prepares students for learning written calculation methods in the future.

This topic covers the following areas: numeration of numbers up to 100, addition and subtraction, and multiplication and division. In close connection with the study of these arithmetic operations, students are taught to solve both simple and multi-step (composite) word problems.

The reasons for studying the second ten (numbers 11–20) as a distinct unit of focus are as follows:

Students gain an initial understanding of the decimal composition of the number 20; here, they are introduced to the "ten" as a new unit of counting for the first time.

Operations of addition and subtraction involving whole numbers are, in essence, mastered within the context of the second ten. This is because calculations within a larger range—for example, up to 100—are performed using methods first applied within this specific range (the second ten). For instance: $35 + 23 = 3 \text{ tens} + 2 \text{ tens} + 5 + 3 = 5 \text{ tens} + 8 = 58$; or $46 - 28 = 46 - (20 + 8)$, where $46 - 20 = 26$, and $26 - 8 = 26 - (6 + 2)$, leading to $26 - 6 = 20$ and $20 - 2 = 18$. Within this range, students utilize the decimal composition of numbers to perform operations for the first time.

1) The addition and subtraction tables are completed within the scope of the first

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

two tens (numbers 1–20).

Preparatory work for learning to name and represent the numbers in the second ten is conducted while reviewing material from the topic "The First Ten" (numbers 1–10). To this end, exercises involving counting objects beyond the first ten are introduced (e.g., "How many students are in the first row? How about the second row? How many students are there in the classroom altogether?" etc.). To help children move beyond counting individual units, it is useful to include exercises that involve counting groups of items (such as pairs of shoes, sets of three buttons, groups of five thumbtacks, etc.). As preparatory exercises, one can also use the naming of numbers in the second ten—for instance: "Which number comes after two when counting? What about after twelve? Which number comes before five? Before fifteen? What do we get if we add 1 to 3? What if we add 1 to 13? Which number is 1 less than 5?" and so on. Although only some students in the class may be able to solve these exercises, they serve to demonstrate to all the children that numbers exist beyond the first ten, that there are many of them, and that their names—based on their sequential order—bear a resemblance to the names of the numbers they are already familiar with.

While learning the first ten numbers, the children had already learned to determine which of two compared numbers is larger and which is smaller.

In addition to comparing numbers within the first ten, the teacher should guide students to apply this knowledge to numbers up to 20.

Questions such as the following can be asked: "Which number is greater: 4 or 5?" or "Can you figure out which number is greater: 14 or 15?"

Learning the verbal names for numbers in the second ten marks the beginning of developing the concept of "tens." The teacher demonstrates how "tens" are formed from "units" (ones) by bundling sticks into groups of ten. The children perform similar exercises themselves, after which they practice counting, adding, and subtracting these tens. For example: "How many bundles of ten sticks are there in this row?" "Place three more bundles of ten sticks on the table than I have." "Solve this problem: 5 tens of eggs were purchased, and 2 tens of eggs were used—how many tens of

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

eggs remain?" "Solve these problems: 7 tens minus 4 tens, 5 tens plus 4 tens, etc." Through these exercises, the children come to the conclusion that tens can be counted, added, and subtracted in the same way as individual units (ones). Next, the formation of numbers from 11 to 20 is examined based on counting ones and tens, and their names are explained.

Teacher: Here, there is one group of ten, or 10 sticks. How is the number that follows 10 in the counting sequence formed?

Student: You add one to ten.

Teacher: Look, I will place one stick on top of the group of ten—that makes "ten and one." How many sticks are there now?

Student: There are 11 sticks in total.

Teacher: In the number 11, how many groups of ten (tens) and how many ones are there? Student: One group of ten and one single unit (one).

Teacher: How can we form the number that comes after 11 in the counting sequence? Student: You need to add one to 11.

Teacher: Let's add another stick. How many sticks are there in total now?

Similar steps are followed for the subsequent numbers; as a result, the children learn the composition of the numbers in the second ten (11–20) and their order in the counting sequence. Written Numeration

Beyond the first ten, written numeration is based on grouping units into tens and applying the principle of positional value—where the value of a digit depends on its position. To use this system effectively, one must understand how to decompose a number into its place-value components (e.g., 15 consists of 10 and 5, or 1 ten and 5 units)—a concept children previously encountered while learning oral numeration. The positional significance of digits in two-digit numbers is explained using an abacus—a chart featuring two rows of pockets. The top row contains pockets for individual sticks and bundles of ten, while the bottom row holds the corresponding digits. Later, this is reinforced using a place-value chart labeled "tens" and "units," as well as a chart with two movable rows of digits (children can construct this chart themselves using materials provided in the Grade 1 mathematics textbook).

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

As the teacher begins to explain how two-digit numbers are written, they place sticks into the upper pocket; the children then represent the number of ones and tens using digits and place them into the corresponding lower pockets. Conversely, the writing of the numbers 10 and 20 is examined separately: the digit 1 (or 2) indicates that there is one (or two) ten(s) in the number, while the digit 0 signifies that there are no ones. Through observation, the children arrive at their own independent conclusion: when counting from right to left, the ones are placed in the first position, and the tens in the second. Initially, to help children analyze the composition of numbers and grasp the principle that a digit's value depends on its position, they are encouraged to record numbers in a place-value table—a chart prepared on the blackboard—ensuring that the digits are written close together.

Later, numbers are written without the use of a table, either through dictation by the teacher or a student (using cards on which the numbers are already written). In this context, it is advisable to use numerical data reflecting the achievements of the national economy, local and historical materials, information regarding the lifespans of animals, statistics on sports achievements, and similar content. Beyond exercises in reading and writing numbers, mastering the written representation of numbers is facilitated by specific tasks focused on determining the place value of digits—for example, explaining what each digit represents in the following numbers: 12, 20, 11, 10, 19.

Children count sticks by grouping them into sets of ten: one ten, two tens, and so on. They perform various operations with these groups (adding or removing sets of ten) and create different quantities of tens.

Following this, they begin to learn the names for whole sets of tens.

Take one set of ten. How many sticks are in it? (Ten.) Take two sets of ten. How many sticks are in them? (Twenty.)

Let’s add another set of ten. How many sets of ten have we gathered in total? (Three sets of ten.) If we break down the third set of ten, how many individual sticks do we get? (10.) We add these sticks, one by one, to the twenty. Children, please say the resulting numbers out loud as we go (21, 22… 30). So, three tens make thirty units (you can write the number on the blackboard and have

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

everyone read it together). Then, another set of ten is added, resulting in 40, and so on.

When introducing the number 100, the teacher places the bundles—each containing ten sticks—down one by one, while the children count them out: ten, twenty… ninety, one hundred. The teacher gathers these bundles together and places a frame labeled "100" beneath them (or simply writes the number 100 on the blackboard). "Look, children—this is how the number 100 is written. How many digits are there in total? (Three.) Which digits are they? (1, 0, 0.) There are ten tens here (gesturing to the bundles), which is why the number is written as '10' with a zero added to the right." Next, the 10 bundles of sticks (matchsticks) that have been placed on the children's desks are examined. It is reiterated that ten sets of ten form one hundred (this can be written as: 1 hundred = 10 tens). Nine bundles are placed to the left (the children note: 9 bundles, 9 tens—this represents the number 90). The final bundle is then untied, and the children count the sticks one by one: 91, 92... 99, 100 (below the initial entry on the blackboard, the following is written: 1 hundred = 100 units).

On the third line, toward the center, the teacher writes the number 100 (using proper, calligraphic form). It is explained that the zeros in the number 100 indicate the absence of individual units and tens, while the digit 1 signifies that the number contains one hundred.

References:

1. Mirziyoyev Sh. “Erkin va faravon, demokratik O’zbekiston davlatini birgalikda barpo etamiz”. Toshkent – “O’zbekiston” – 2016.
2. Mirziyoyev Sh. “Buyuk kelajagimizni mard va oliyjanob xalqimiz bilan birga quramiz”. Toshkent – “O’zbekiston” – 2016.
3. Abdullayeva B.S., Sadikova A.V., Toshpo‘latova M.I. Boshlang`ich matematika kursi nazariyasi. Pedagogika oliy ta’lim muassalarining 5111700-«Boshlang‘ich ta’lim vasport-tarbiyaviy ish» bakalavr yo‘nalishi talabalari uchun mo‘ljallangan darslik – T.: «Innovatsiya-ziyo», 2018. – 37 bet.
4. Burxonov S., Xudoyorov O‘.,Norqulova Q., Ruzikulova N., Goibova L. “Matematika” Umumiy o‘rta ta’lim maktablarining 3-sinfi uchun darslik.

World Bulletin Publishing
Online Publishing Hub

World Bulletin of Education and Learning (WBEL)

ISSN (E): 3072-175X | Volume 2, Issue 11, November 2026
This article/work is licensed under CC by 4.0 Attribution
https://worldbulletin.org/index.php/1

«SHARQ» nashriyot-matbaa aksiyadorlik kompaniyasi bosh tahririyati, Toshkent, 2019.

5. Melhuish, E., Romaniuk, H., Sammons, P., Sylva, K., Siraj-Blatchford, I. & Taggart, B. (2006). Samarali Maktabgacha va boshlang‘ich ta’lim 3-11 loyihasi (EPPE 3-11): Boshlang‘ich ta’limning samaradorligi 2002, 2003 va 2004 yillar uchun asosiy bosqich 2da Angliyadagi maktablar (To‘liq hisobot). London universiteti.