The subject of my thesis is the analysis of data from observation of the first class of primary school. A child is confronted with many requirements at the beginning of school. In my work I am trying to detect school adjustment process in terms of the fresh scholar. First, I try to define the core areas to which must adapt the child entering school. This core area is here called contexts,. Then I focus on subelements of these areas of school adjustment, which result requirements for the psyche of the pupil.

On the basis of observation, I identified three main areas, contexts: 1. the physical context, 2. social context and 3. school-task context. The physical context relates on such elements of the school adaptation, which are inanimated - spaces and objects. It is the need to learn how to orientate oneself in the new environment and to organize school equipments and tools. The social context is related to adaptation to new social relationships of child at school (other pupils, teacher etc.). And the scholl-task context is aimed specifically at school demands, work.

An important regulator of school pupils to adapt to the first class is the clasp teacher, which manages the process. According to the demandingness of the process of adaptation to school, is my next major effort of identifying such expressions of conduct teachers that facilitate pupils adapt to school environment.