

Выводы.

1. Для безопасности познавательно-рекреационного досуга школьников 12-13 лет необходимо их двигательно развивать с формированием координационных способностей.

2. При этом, важным фактором изучения и прогнозирования развития ситуационных отношения школьников со сверстниками является **концентрация их внимания**, которая является началом аналитического процесса по безопасному выходу из сложившейся ситуации.

3. Направленное развитие у школьников 12-13 лет двигательно-координационных способностей способствует формированию аналитического процесса сложившейся обстановки при достаточном (выше среднего уровня) концентрации и устойчивости их внимания.

CONCENTRATION AND STABILITY OF ATTENTION OF SCHOOL CHILDREN AGED 12-13 FOR ADEQUATE ASSESSMENT AND DECISIONS OF LEISURE SITUATIONS WITH PEERS IN CONTEMPORARY SOCIAL REALITY

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Actuality. In modern conditions, school children are often provided with inadequate development and recreational leisure activities, where relations with peers, as well as unpredictable situations of social and natural nature, endanger them physically. That is why school children, starting from the age of 12-13, need to prepare for motor coordination, with the ability to concentrate on what is happening, to think analytically to solve the current situation and preferably with the least physical costs.

The aim: To study the **stability** of school children's **attention** aged 12-13, as a factor that predetermines the formation of an analytical process in developing leisure relations with peers in terms of their safe resolution.

Methods. In the pedagogical experiment, the letter test of the proof-reading Bourdon-Anfimov test was used to determine the stability of the attention of school children aged 12-13 with directed coordination-motor development.

Results of the study. At the beginning and at the end of a year-long pedagogical experiment organized in school conditions, boys aged 12-13 were tested on the Bourdon-Anfimov correctional sample in order to study the stability of children's attention as a factor contributing to the analysis of developing relationships with peers for their safe resolution. At the same time, during the academic