

Les écrans passifs

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Quels effets ont les programmes divertissants?

Chez les enfants de moins de 2 ans, de nombreuses études existent désormais qui confirment que regarder la télévision a un impact négatif sur le développement cognitif, notamment le langage¹⁻⁷, les fonctions exécutives comme l'attention ou la mémoire^{1,2,5,8-11}, et le contrôle des émotions^{10,12}.

Même lorsqu'elle n'est allumée qu'en arrière-plan, la télévision a un impact négatif sur le développement moteur^{3,10}, les comportements de jeu, et la qualité des interactions parents-enfants^{13,14}. Elle réduit en particulier la quantité et la qualité du langage utilisé^{15,16}. L'impact négatif de la télévision serait donc surtout causé par le fait que le temps passé devant la télé est pris sur du temps qui serait passé à faire d'autres activités comme le sommeil, la lecture ou le jeu¹⁷⁻²¹.

Plus tard, pendant l'enfance et l'adolescence, regarder plus de 3 heures de télévision par jour a été associé à des effets négatifs sur le développement intellectuel^{13,22-24}, les résultats scolaires²⁴⁻²⁶, le langage^{4,7,15,27,28}, l'attention^{9,24}, les comportements alimentaires²⁹⁻³⁷, l'obésité³⁸⁻⁵⁶, les risques cardio-vasculaires⁵⁷⁻⁶⁰, la santé mentale⁶¹⁻⁶⁷, le manque de sommeil^{20,68-73}, et l'apparition de conduites sanitaires à risque tel que le tabagisme⁷⁴⁻⁸⁰ et l'alcoolisme⁸¹⁻⁸⁸.

Il semble même qu'on puisse parler d'un certain lien de causalité. C'est-à-dire, ce n'est pas parce que les personnes ont des problèmes qu'elles regardent trop la télévision, mais bien la consommation excessive de la télévision qui conduit à ces problèmes. En effet, lorsque le temps d'exposition est réduit, le sommeil s'améliore⁷³, ainsi que les performances cognitives²³ et scolaires⁷². Par contre, certains domaines restent encore controversés, notamment un effet négatif de la télévision sur l'agressivité et la violence chez les jeunes⁸⁹⁻⁹⁵, l'image de soi⁹⁶⁻⁹⁸ ou la sexualité^{99,100}.

Comment réduire ce temps d'écran ?

La famille reste le principal facteur qui détermine le temps d'écran de l'enfant. En terme de prévention, les stratégies généralement proposées qui ont montré leur efficacité incluent:

- Un contrôle parental, et des règles claires limitant le temps d'écran¹⁰¹⁻¹⁰⁶.
- Donner le bon exemple. En effet, plusieurs études montrent que les habitudes des enfants concernant télévision, jeux vidéo, et activité physique, sont souvent liées à celles de leurs parents¹⁰⁷⁻¹¹².
- Eviter de mettre une télévision ou un ordinateur dans la chambre de l'enfant, ceci étant fortement corrélé à un temps d'écran plus élevé¹⁰¹⁻¹⁰⁴.
- L'encouragement à faire du sport, une faible activité physique étant corrélé à davantage d'écran^{113,114}.
- Sensibiliser les autres personnes entourant l'enfant (nounous, enseignants)^{114,115}.

Le site <https://lebonusageDESCRANS.FR/category/conseils-aux-parents/> propose aussi de nombreuses stratégies pour communiquer efficacement avec ses enfants sur le bon usage des écrans. N'hésitez surtout pas à aller y jeter un coup d'œil.

Sentez-vous libre de jeter aussi un coup d'œil aux articles suivants sur ce site

Les styles parentaux

La fessée

Le temps-mort

La discipline positive

Quels effets ont les programmes éducatifs ? Sont-ils vraiment efficaces ?

C'est vers 2 ans et demi que l'enfant commence à comprendre des programmes télévisuels adaptés à son âge¹¹⁶. Ainsi, à partir de cet âge-là jusqu'à l'adolescence, de nombreuses études rapportent un effet positif des programmes éducatifs sur le vocabulaire, les connaissances et les performances scolaires en lecture, écriture et mathématique. Ceci est valable pour tous les statuts socio-économiques mais surtout pour les moins favorisés^{11,18,22,117-120}.

Concernant l'utilisation de la télévision à l'école, je n'ai pas trouvé d'études randomisées contrôlées testant l'efficacité de cours avec vs sans support audiovisuel. Toutefois, plusieurs chercheurs soulignent que la télévision peut être un outil utile lorsqu'elle sert de support à des activités encadrés par un enseignant¹²¹⁻¹²⁴.

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