

Les écrans passifs

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Quels effets ont les programmes divertissants ?

Chez les enfants de moins de deux 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 télévision 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 la télévision plus de trois heures 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 cardiovasculaires⁵⁷⁻⁶⁰, la santé mentale⁶¹⁻⁶⁷, le sommeil^{20,68-73} et l'apparition de conduites sanitaires à risques telles 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 que ce n'est pas parce que les personnes ont des problèmes qu'elles regardent trop la télévision, mais c'est 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 l'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 termes de prévention, les stratégies généralement proposées qui ont montré leur efficacité incluent de :

- **instaurer 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 ;
- **éviter 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 ;
- **encourager les enfants à faire du sport**, une faible activité physique étant corrélée à davantage de temps passé sur un écran^{113,114} ;
- **sensibiliser les autres personnes entourant l'enfant** (professionnels de la petite enfance, enseignants)^{114,115}.

Le site <https://lebonusagedesecrans.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.

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

C'est vers deux 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 mathématiques. 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 ou sans support audiovisuel. Toutefois, plusieurs chercheurs sont d'avis que **la télévision peut être un outil utile lorsqu'elle sert de support à des activités encadrées par un enseignant**¹²¹⁻¹²⁴.

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