

تأثیر شبکه‌های اجتماعی بر ادبیات گفتاری کودکان و نوجوانان

دکتر نرگس حسینی

فوق تخصص روانپزشکی کودک و نوجوان
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COMMON SENSE MEDIA 2024

بیش از ۹۰٪ نوجوانان ۱۳ تا ۱۸ ساله حداقل در یکی از پلتفرم‌های
TikTok، Instagram یا Telegram فعال هستند.
میانگین افزایش مواجهه در کودکان ۱ / ۵ تا ۲ ساعت و نوجوانان ۲ تا ۳ شد.

مقدمه



رشد زبان تحت تأثیر :

مغز در حال رشد
تعاملات اجتماعی
محیط فرهنگی

دوره‌های بحرانی زبان برای تثبیت مهارت‌های و ارزش‌گانی و مهارت‌های ارتباطی عملکردی

، ورودی سریع، کوتاه و بصری، موجب عادت مغز به پردازش زبان کوتاه و تلگرافی میشود

این سبک زبانی از طریق تداخل با حافظه فعال و مهار پاسخ می‌تواند مهارت‌های گفتاری بلندمدت را تحت تأثیر قرار دهد.

۲ تا ۷ سالگی و سپس ۱۰ تا ۱۴ سالگی

تأثیر گذاری شبکه‌های اجتماعی

- کاهش دایره واژگان
- زبان مختصر و دستوری
- کاهش مهارت تعامل گفتاری
- تقلید لحن پرخاشگر



شبکه‌های اجتماعی می‌توانند **Neuroplasticity** مغز در حال رشد را به سمت پردازش سریع، اما سطحی زبان سوق دهند

اثرات آموزش مجازي بر زبان

— کاهش فرصت گفت و گوهاي دو طرفه

— تغيير در لحن ، آهنگ و وضوح كلام

— کاهش مهارتهاي فرازباني





Is the screen time duration affecting children's language development? - A scoping review

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ABSTRACT

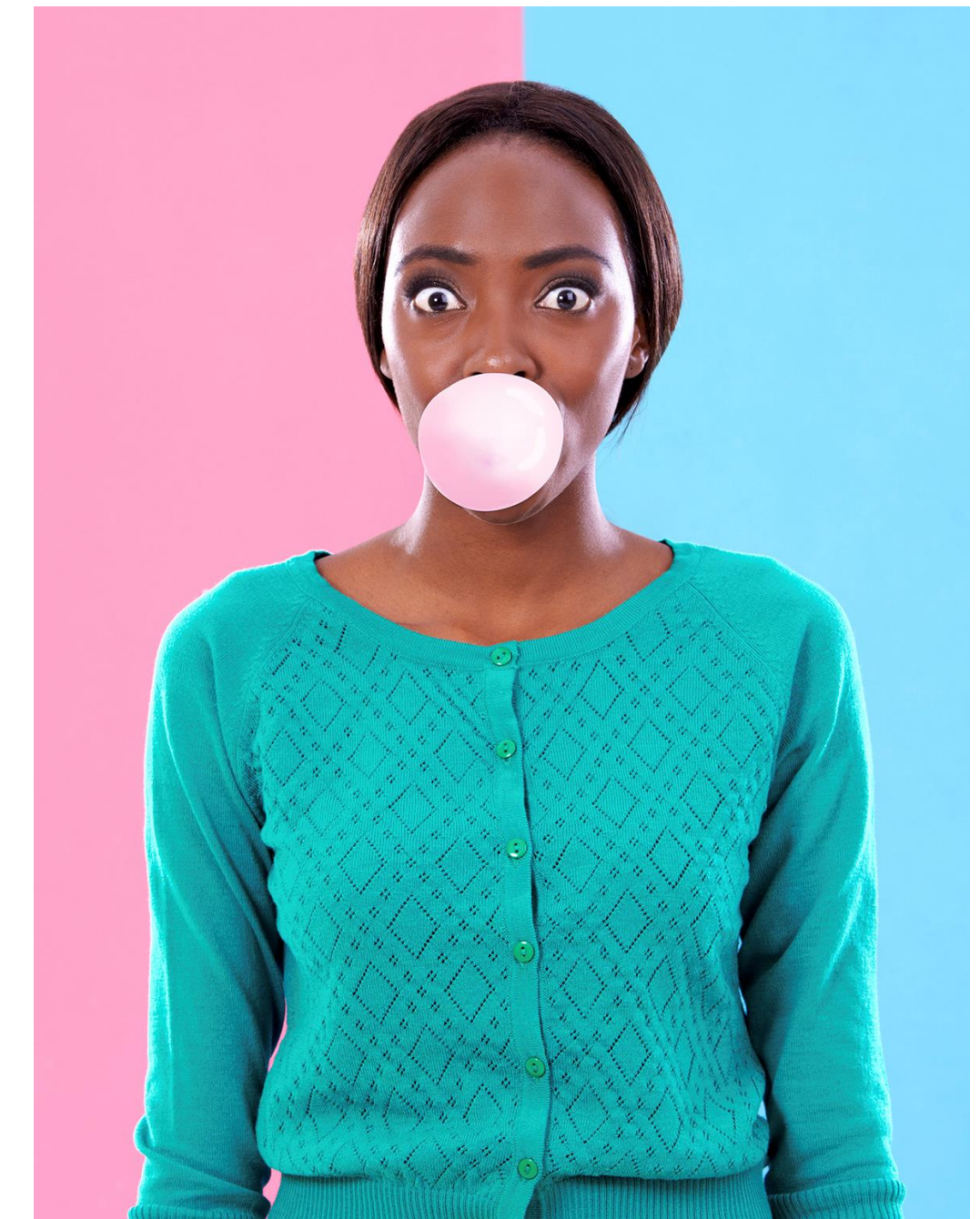
Background: How parents interact with their children and what they are exposed to can have a big impact on a child's language development. Nowadays, videos on different devices are an important source of information and stimulation for kids from a young age. Many researchers have studied how screen time may affect a child's language development.

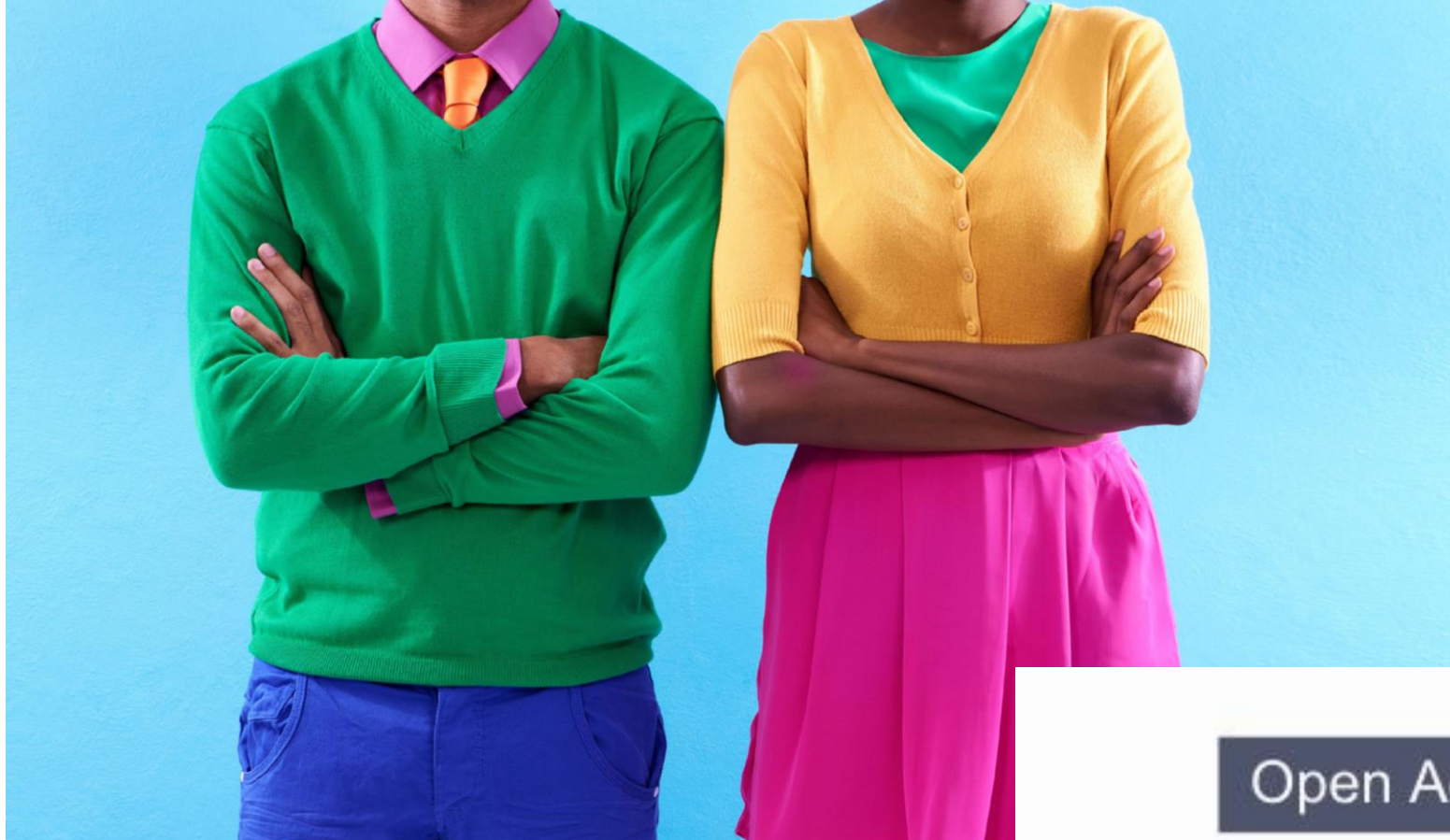
Objectives: The purpose of this review was to explore the available research on the relationship between screen time and language development in children under 12.

Methods: This scoping review involved a systematic search of the database using predefined criteria for available research regarding the impact of screen time on language development in children younger than 12 years. Preferred Reporting Items for Systematic Reviews and Meta-analyses extension for Scoping Reviews (PRISMA-ScR) framework was adhered to for this review. Researchers did a qualitative and thematic analysis of the included research. Any conflict of opinion was resolved by discussion.

Results: 16 studies were selected for this review, of which nine reported a negative impact of screen time on language development, five reported no significant impact and two reported a positive effect.

Conclusions: After reviewing various studies, it has been found that increased screen time can have a negative impact on a child's language development. While some studies show no impact or even a positive impact, factors such as the duration of viewing, video characteristics, content, and co-viewing with adults also play a role. Overall, it seems that the negative effects of screen time outweigh the positive ones.





Open Access

Editor's Choice

Systematic Review

The Relationship between Language and Technology: How Screen Time Affects Language Development in Early Life—A Systematic Review

by **Valentina Massaroni**¹ , **Valentina Delle Donne**¹ , **Camillo Marra**² ,
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Impact of Smartphone and Device Usage in Children Between 18- and 60-Months Old on the Development of Social Communication: Observational and Cross-Sectional Approaches in Kolkata, West Bengal, India

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Keywords: care giver | other electronic device use | quality of time in parent-child interaction | screen time | smartphone use and social communication development



ABSTRACT

Objective: The rapidly increasing use of smartphones/other devices has raised significant concern for parents, clinicians and teachers, especially during and after the global pandemic situation. The study hypothesized that children between the ages of 18 and 60 months might have delayed communication development compared to those in the same age group who did not have any delays because of excessive screen time and the types of content they usually view on their smartphones/other electronic devices.

Method: 507 (Group A) children with communication delays and 388 (Group B) children without delays, both boys and girls, aged 18 to 60 months, were included in this observational and cross-sectional study. The developmental milestone of social communication was evaluated using the Bayley scale. Smartphone/other electronic device viewing variables among participants were interviewed. The odds ratio established whether screen time and content typically viewed influence delayed social communication development or not.

Result: In Group A, 71% of children used smartphones or other electronic devices. Group A and Group B had significantly different scores on the Bayley scale, with a p -value of <0.005 . With a p -value of <0.005 , the content that children accessed on their smartphones and other electronic devices was statistically significantly linked to delayed communication.

Conclusion: Our research stated that screen time and content that is typically viewed may be a contributing factor; it is not the sole cause of communication delays because other aspects of a child's environment, including the number of caregivers, the length of time spent with parent-child interaction, the scope of social interaction and the scope of outdoor activities, play a significant role in frequent activities on smartphones/other electronic devices.

تغییر در نوع واژگان مورد استفاده



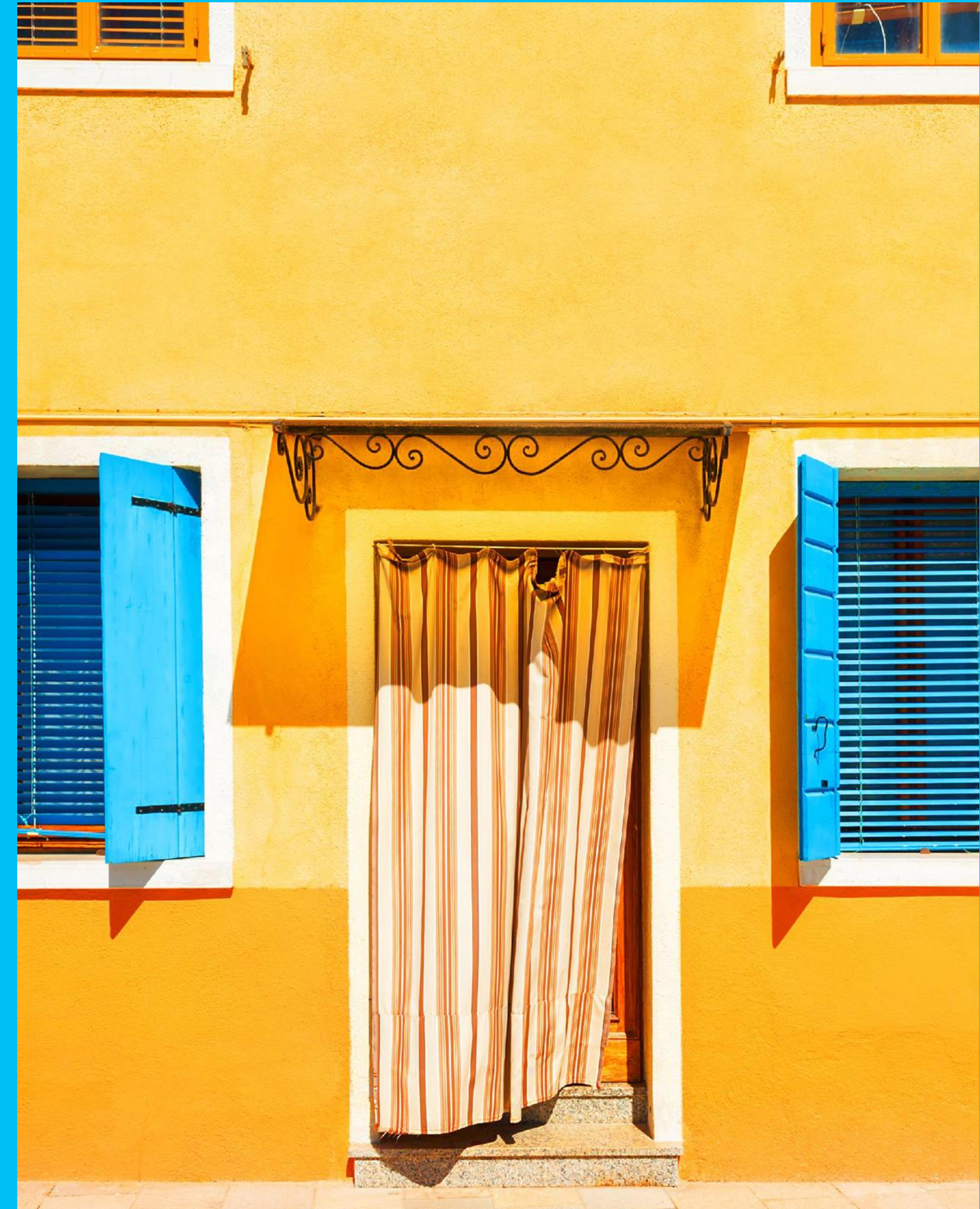
چشم ها را باید شست طور دیگر هم باید دید

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کنجکاو باشیم یا نگران؟!

— **کودکان دبستانی:** بیشتر دچار آسیب در مهارت‌های گفتاری و یادگیری تعامل اجتماعی .

— **پس** :نوع تعاملات با پرسش‌های باز، مشارکت کلامی و فعالیت های گفتگویی **باشد.**

■ **نوجوانان:** وابستگی به زبان شبکه های اجتماعی، غیر رسمی و اختصاری ، کاهش انگیزه برای ارائه و نوشتار طولانی

■ تشویق والدین به افزایش گفت و گوهای روزانه هدفمند با نوجوان (**چطور این همه کلماتی را که نمی دانم یاد گرفتی؟ فکر می کنی از کجا آمده اند؟ چرا اینقدر در مورد استفاده یا عدم استفاده از کلمات یا عبارات خاص احساس قوی داری؟**)

■ انجام تکالیف تعاملی به جای سخنرانی های طولانی

تنها چیز ثابت در مورد زیان
تغییر است