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· 综 述 ·

青少年短视频沉迷与心理健康关联的研究进展

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【摘要】 随着移动互联网普及与算法推荐迭代,短视频已深度融入青少年的社交与休闲生活。本文综述发现青少年短视频沉迷与抑郁、焦虑和压力症状、主观幸福感降低、睡眠质量下降、认知功能较差及学业适应不良相关;家庭、同伴等远端风险除直接关联外,多经负性情绪、错失恐惧、学业羞耻、非适应性情绪调节及自我控制受损等近端过程,与短视频沉迷风险升高相关联。未来需统一测量、多时点客观评估和随访试验,形成适合不同风险水平青少年的家庭—学校—平台协同防控策略。

【关键词】 短视频;行为,成瘾;精神卫生;青少年

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Research progress on the association between short-form video addiction and mental health among adolescents

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【**Abstract**】 With the popularization of mobile Internet and the iteration of algorithmic recommendation, short-form videos have been deeply integrated into adolescents' social and leisure lives. The review indicates that short-form video addiction among adolescents is associated with depressive, anxiety and stress symptoms, reduced subjective well-being, poor sleep quality, impaired cognitive function and academic maladjustment. In addition to their direct associations, distal risks related to family and peers are often linked to a higher risk of short-form video addiction through proximal processes, including negative affect, fear of missing out, academic shame, maladaptive emotion regulation, and impaired self-control. Future studies should adopt unified measurements, objective multi-timepoint assessments and follow-up trials to develop family-school-platform collaborative prevention and control strategies suitable for adolescents at different risk levels.

【**Keywords**】 Short video; Behavior, addictive; Mental health; Adolescent

随着移动互联网普及与算法推荐迭代,短视频已深度融入青少年的社交与休闲生活。截至 2025 年 12 月,我国短视频用户达 10.74 亿,网民使用率为 95.4%[1];据 2025 年未成年人网络使用情况调查数据显示,“刷视频”占比高达 70.3%[2]。本研究梳理短视频沉迷与青少年心理健康及相关功能结局的关联,整合其关联路径与动态反馈,并总结保护因素、潜在可干预靶点和直接干预证据,为后续研究及家庭—学校—平台协同防控提供依据。

1 短视频沉迷的概念界定与评估进展

目前短视频沉迷尚无统一定义,综合相关研究,短视频沉迷可被界定为以持续、难以控制的使用为核心,伴情绪调节性使用、戒断不适、冲突或复发等沉迷样表现,造成学习、人际、睡眠、注意等功能损害的行为[3-5]。为方便阐述,本文沿用国内研究常用的“短视频沉迷”作为研究性概念,但不赋予临床诊断含义。

评估方面,现已逐步形成短视频专项和年龄适配工具[3-4]。Ye 等[4]基于 1 492 名中学生的访谈和量表检验形成短视频沉迷量表,涵盖学业拖延、人际关系紧张、社交沟通困难、注意集中困难和短视频使用失控 5 个维度。该量表验证性因素分析拟合良好,可用于连续评估短视频相关表现及功能受损程度,但目前尚无临床验证的诊断临界值。

2 青少年短视频沉迷与心理健康的关联

2.1 *情绪健康* 情绪健康既包括抑郁、焦虑和压力症状等负性指标,也包括主观幸福感、积极情感等积极

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指标[5-7]。系统综述提示，青少年短视频沉迷与多种负性情绪呈稳定关联，其相关程度高于一般性短视频使用[5-6]。相关研究进一步表明，青少年短视频使用及沉迷程度均与抑郁症状水平升高相关，且短视频沉迷可能在短视频使用与抑郁之间发挥重要中介作用[8]。一项针对 1 735 名中学生的研究发现，短视频沉迷程度与主观幸福感水平呈负向关联，负性情绪加重可能解释其中部分关联，并可能通过降低生命意义感进一步产生间接影响，而生命意义感单独解释该关联的作用未达到统计学水平[7]。现有证据提示负性情绪状态不仅是影响心理健康的重要表现，也可能参与个体通过短视频进行情绪调节和心理补偿的过程。

2.2　睡眠健康　睡眠健康是青少年短视频沉迷研究关注的重要结局之一。多项横断面研究提示，青少年短视频沉迷与睡眠质量下降、失眠症状和日间困倦相关：Jiang 等[9]对 1 629 名高中生的调查显示，社交焦虑可能是短视频沉迷与睡眠质量下降关联中的一个重要影响因素；希腊 18～19 岁短视频用户研究也发现，短视频沉迷程度与焦虑、抑郁症状及日间困倦等心理和睡眠问题相关[10]。此外，童年情感虐待可能通过压力体验和短视频沉迷水平与失眠形成链式间接关联[11]。

2.3　认知功能与学业适应　系统综述与 Meta 分析提示，短视频使用与较差的注意力、抑制控制、工作记忆和总体认知表现相关[6,12]，但这些证据横跨不同年龄群体，且对于使用强度、问题性使用和沉迷测量的标准不一，相关结论仍需结合具体人群和测量方法进行解释。在青少年样本中，短视频沉迷与较差自评执行功能相关，睡眠质量构成部分间接路径[13]；TikTok 问题性使用水平与较低数字广度测试成绩相关[14]。高校学生样本提示，较高的短视频沉迷水平与较多的前瞻性、回溯性自评记忆错误相关[15]。青少年过度观看短视频与注意力缺陷症状、学校焦虑及拒学行为相关[16]。

3　青少年短视频沉迷与心理健康的关联路径及动态反馈

现有研究已从家庭环境、同伴影响及个体心理等层面探讨短视频相关的路径，并开始关注变量的纵向变化[17-22]，但多数路径仍基于横断面模型，尚不能明确各因素时间前后和因果方向。

3.1　远端社会生态条件：家庭、同伴与成长压力　亲子关系、父母媒介行为、家庭学业互动和同伴环境等远端社会生态条件可直接关联短视频沉迷，也可能经情绪和社会认知形成间接路径。有研究对 4 213 名中国青少年的调查显示，错失恐惧中介的亲子依恋焦虑与短视频沉迷相关联，同时这种关联存在性别差异[17]。另有研究显示，父母“低头行为”既与青少年沉迷直接相关，也可分别经抑郁和焦虑症状形成平行间接路径；神经质仅调节“父母低头行为—负性情绪”的前半段关联[18]。父母学业上行比较感知既可直接关联青少年短视频沉迷，也可经学业羞耻形成间接关联；学业浮力对多条路径呈负向调节[19]。同伴压力可直接或经反刍、灾难化等非适应性认知情绪调节与青少年短视频沉迷相关；社会支持能部分减弱同伴压力与短视频沉迷的联系[20]。童年情感虐待还可经压力和青少年短视频沉迷与失眠形成链式间接关联[11]。说明远端风险往往与近端情绪、认知及自我控制过程衔接，而非单一直接路径。

3.2　近端个体心理过程：情绪、社会认知与自我控制　抑郁、焦虑、压力症状和学业羞耻等负性情绪，错失恐惧这一社会认知因素，以及反刍、灾难化等非适应性认知情绪调节策略，是远端情境风险与青少年短视频沉迷之间较常见的近端心理过程[11,17-20]。

自我控制是与较低短视频沉迷相关的重要个体心理资源。横断面研究显示，积极家庭环境与青少年短视频较低的沉迷水平直接相关，也可经自我控制或“心理资本—自我控制”链式路径间接关联[21]；单独的心理资本不具有中介作用。研究发现，父母低头行为可预测后续自我控制下降，较低自我控制再预测青少年短视频沉迷升高；父母心理控制会增强前一关联[22]。因此，自我控制呈现更直接的近端作用，心理资本更可能经自我控制与短视频沉迷相关联。

3.3　心理健康结局的跨领域衔接路径　部分研究提示情绪、睡眠和认知结局可能相互衔接。负性情绪可直接关联青少年较低主观幸福感，也可经生命意义感产生间接关联[7]；社交焦虑、睡眠质量可能分别中介短视频沉迷与睡眠质量下降、较差自评执行功能的关联[9,13]。抑郁、焦虑和压力症状在 TikTok 问题性使用水平与较低的倒背数字广度测验成绩之间呈部分中介效应[14]；较低的注意控制水平在短视频沉迷与自评记忆错误之间呈部分中介效应[15]。上述路径尚缺乏同一青少年纵向模型验证，且“沉迷—情绪—睡眠—客观认知”的时序证据不足。

3.4　纵向相互预测与动态反馈　部分纵向研究表明，青少年短视频沉迷与负性情绪及自我控制可能存在动态联系：对 2 913 名青少年的研究显示，紧张感和焦虑体验可预测 6 个月后的短视频沉迷[23]，但未进一步考察沉迷对后续焦虑的预测作用。对 1 143 名高中生的研究发现，基线焦虑症状通过影响延迟满足能力，进而与后续短视频沉迷行为相关联，并支持同一机制的反向路径[24]。三波研究提示，青少年短视频沉迷可

能预测后续学业浮力下降,未来时间洞察可能参与其中;而学业浮力对后续沉迷的保护作用仅在早期阶段显现[25]。这些自评资料结果支持“负性情绪或自我控制受损—沉迷加重—后续适应下降”的动态反馈假设,但尚不足以确定因果链或外推至所有睡眠、认知结局。

4 青少年短视频沉迷相关因素、潜在可干预靶点与初步干预证据

4.1 *相关因素* 分布于家庭、同伴和个体层面。积极家庭环境可直接或经自我控制、“心理资本—自我控制”链式路径与青少年较低短视频沉迷相关[21];社会支持可削弱同伴压力与非适应性认知情绪调节的联系[20];学业浮力、自我控制和延迟满足能力也可能降低短视频沉迷风险[19,22,24-25]。这些变量多来自观察性模型,只能称为保护性相关因素或纵向保护线索。

运动是另一个被高度关注的相关因素,据 2 项横断面研究显示,体育锻炼可能通过增强自我控制、心理韧性及缓解抑郁症状的机制降低青少年短视频沉迷风险[26-27],但未能证明两者的必然联系;另有研究发现,体育活动水平并未显著削弱青少年短视频沉迷与自评执行功能下降的关联,现有证据不足以证实其稳定保护作用[13]。

4.2 *潜在可干预靶点* 个体心理调节过程与行为控制是重要的切入靶点。研究提示,青少年学业倦怠和社交恐惧等心理社会风险因素与短视频沉迷相关[28]。父母忽视可能通过述情障碍影响青少年短视频沉迷倾向,而拒绝自我效能可能削弱父母忽视与青少年短视频沉迷之间的关联[29]。此外,压力相关元认知以及逃避或应对动机可能参与压力与短视频沉迷的关联[30];学业压力可能是高中阶段短视频沉迷的重要相关因素[31]。另有纵向研究提示,青少年学业倦怠可预测后续短视频沉迷,心理困扰可能解释其中部分关联[32]。

家庭互动和社会环境方面,研究表明在高校学生样本中,社会支持和核心自我评价等心理社会资源与短视频沉迷类型相关[33];另外,用户对短视频内容的体验和日常无聊倾向均与沉迷水平相关,且日常无聊可能参与两者之间的关联,提示干预需同时关注社会支持环境和使用情境[34]。一项包含中学生样本的研究还发现,欺凌受害与短视频沉迷相关,负性情绪可能解释其中部分关联[35]。

认知功能与生活方式同样是潜在的干预方向。注意网络和事件相关电位 P300 差异研究[36-37]提示,短视频沉迷可能与注意加工和认知控制相关脑电指标的差异有关,启发相关神经机制的探索,但碍于样本群体混杂等多种因素影响,尚处于机制探索阶段。体育锻炼与短视频沉迷、自我控制及主观空虚之间的关联模型提示,体育锻炼可能通过自我控制和心理状态等因素与青少年短视频沉迷相关[38],但现有证据仍主要来自观察性研究。近期青少年研究进一步提示,体育活动与较低短视频沉迷水平相关,认知灵活性和焦虑可能解释其中部分关联[39]。

4.3 *初步干预证据及其局限* 目前短视频专项的干预研究数量仍较少。一项 60 名大学生的随机分组研究发现,16 周中等强度乒乓球练习后,干预组短视频沉迷得分降低;这一变化可能部分与认知偏差减少和自我控制增强有关[40];但受限于样本规模、对照设计和随访时间,该研究结果仍需在青少年样本中通过更严格的随机对照试验进一步验证。青少年数字沉迷干预范围综述提示认知行为、家庭和数字化干预具有潜力,研究质量与可推广性有限[41]。目前尚无证据充分、可普遍推广的青少年短视频沉迷专项方案。

5 小结与展望

现有研究表明,青少年短视频沉迷与抑郁、焦虑和压力症状、主观幸福感降低、睡眠质量下降及认知和学业适应不良相关。家庭与同伴风险可能经错失恐惧、负性情绪、学业羞耻和非适应性认知情绪调节等近端过程发挥作用;积极家庭环境、自我控制、社会支持、学业浮力和体育活动呈保护性关联。实践中需区分保护性因素、候选靶点和直接干预证据,短视频使用应作为青少年综合健康促进策略中的潜在干预领域予以关注,未来通过多时间点追踪明确变量变化的先后顺序,并结合平台使用日志、睡眠监测和客观认知任务提高测量客观性;同时还应开展设有主动对照并进行长期随访的随机试验,以形成适合不同风险水平青少年的家庭—学校—平台协同防控策略。

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