

## **Digital Image and the Aesthetics of Reception in Children**

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### **ABSTRACT**

Children's literature occupies a unique space in writing, characterized by its distinct methodology and tailored discourse, guided by a vocabulary rooted in specific cultural and developmental references. It aligns with the cognitive, emotional, and physical stages children go through, addressing their psychological needs and vivid imagination. This genre is not simply composed of whimsical tales or neatly structured poetic texts; it aims to shape the child's personality and engage their imaginative world. For children, stories are not just narrated; they are discovered.

The digital world has brought about a new environment for creative expression in storytelling, poetry, and drama. With the use of advanced tools such as sound, lighting, motion, and color, these creative domains have expanded in dimension and impact. However, certain literary conventions can present limitations such as anthropomorphizing animals in ways that don't reflect their natural behavior, or using digital elements that serve only surface-level functions, failing to achieve narrative depth.

**Keywords:** children's literature – formation – digitization – roots – software – interactivity – development.

### **Introduction**

The child's world is a distinct human realm, marked by imaginative boundaries that align closely with the components and tools of children's literature. This literature takes on a dual role on one hand, drawing from traditional elements, and on the other, incorporating technological advancements that give rise to concepts like interactive storytelling. These models engage children's cognitive, sensory, and imaginative faculties, offering literature that is no longer static but alive with design, color, sound, and movement.

### **The Problem**

What defines children's literature? Do we truly grasp its elements, techniques, and underlying structure? Is it a meaningful construct or just a form of entertainment? What artistic needs do children

have, and are there model literary works that successfully meet those needs? What digital tools and software have been developed specifically for children's literature? How has the digital realm influenced this genre? And finally, how can we preserve a creative space that respects children's individuality as readers?

Digital literature also differs by presenting texts through software that relies on electronic computation, creating a bridge between human creativity and machine precision. This fusion generates multi-layered experiences where imagination, visuals, and interactivity converge to expand how children perceive stories and characters.

## **1. The Artistic Formation in Children's Literature**

Literature's artistic merit lies in how its components are arranged and explored. Writing for children is not just a creative act; it requires foundational knowledge of educational theories, developmental psychology, and pedagogy. The goal isn't merely stylistic beauty it's the construction of literary spaces that resonate with a child's mental, emotional, and intellectual growth.

It's not just about sparking imagination, but guiding the child through structured awareness that shapes discourse, identity, and critical thinking. As the saying goes, "To write for children, one must become a child." Yet it raises an intriguing question does childhood lend itself more to reading or to writing?

Children absorb the world through visuals, sounds, sensations, and movement all governed by brain functions related to learning and creativity. Reading, therefore, becomes a dynamic act involving both verbal and imaginative systems, while writing serves as a reflection of emotion, memory, and the spark of creativity.

Importantly, simplicity in children's literature doesn't mean a lack of depth—it's a thoughtful blend of clarity and complexity. Literary work for children must translate abstract ideas into engaging forms while remaining developmentally appropriate. Sociologists often view literature as part of the social fabric, forming early cultural and personal frameworks. A prime example is J.K. Rowling's Harry Potter series, which showcases a rich blend of fantasy, moral dualities, and emotional depth that resonates across ages.

## **2. Digital Children's Literature**

Digital literature is inherently tied to the technological shift in communication and creative production. The digital age has brought new formats that blend visuals, movement, sound, and layered text. These are often shared through electronic platforms such as blogs, websites, or multimedia applications that use color gradation, light effects, audio layers, shapes, and animations.

In this context, children's literature has found fertile ground. Today's children are digital natives intuitively drawn to screens, movement, and fantasy, all of which fuel their developmental processes. Thus, digital storytelling has emerged as a powerful educational and literary tool.

For instance, Anson Primary School in the UK successfully integrated digital media to teach students about London's history and landmarks. This approach helped expand students' understanding of their surroundings, confirming how technology can deepen knowledge and engagement.

Digital children's literature combines narrative with interaction, responding to visual and auditory stimuli that excite curiosity and encourage active participation. One key model, Emerging Digital Storytellers (Houser, O'Byrne, Stone & Mary, 2018), illustrates how digital platforms allow children to co-create stories and develop their voices. Such models turn readers into participants, reshaping storytelling into a shared experience.

### **3. Children's Literature and Digital Media Environments**

The digital age has generated a cluster of overlapping terms: interactive literature, electronic literature, virtual narratives, and media-based storytelling. While nuanced, these terms all describe literature that thrives in digital spaces and offers new artistic possibilities.

#### **3.1. Digital Literature**

This form of literature is produced electronically using programming, sound, images, typography, and motion. It builds emotional and intellectual engagement while being structured around intentional goals. According to Khawla Barah (2020), digital children's literature is content designed with technological tools, structured for interaction through media like CD-ROMs, computers, or the web. It exists exclusively in digital form and engages audiences through programmed feedback and multi-sensory design.

#### **3.2. Interactive Literature**

Interactivity has long been central to literary experience tragedy, comedy, and epic narratives all rely on audience response. Today, this has evolved further:

Interaction may involve the reader engaging with the story's environment or the accompanying digital software.

Readers might also take part in shaping or extending the narrative by adding to the story or altering its elements.

In some educational systems, children are encouraged to build entire scenes or storyboards using interactive tools like smartboards. This not only strengthens their narrative skills but also builds connections between imagination, language, and media.



(The picture1)<sup>1</sup>

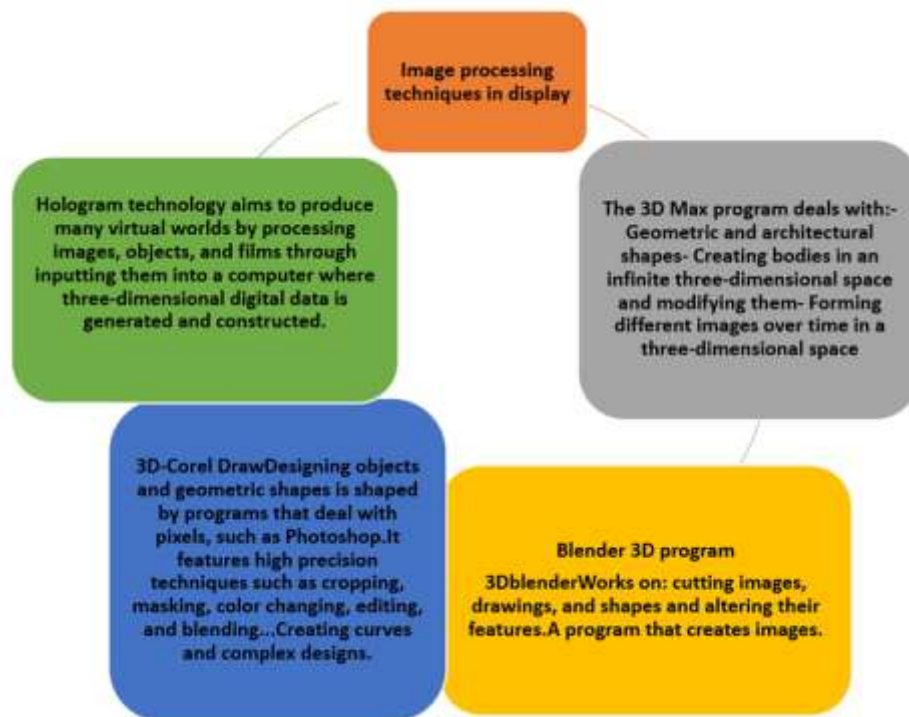
The discussion of interaction relates to the degree of technical control of the media and the literary and creative effort of the creators of digital images or interactive text in its literary form, allowing literature to transition from its locality to openness and universality. Additionally, multiple technologies provide the appropriate programming for the active participation of the child." The interactive aspect is the most prominent characteristic of digital literature, as it is widespread and relies on multimedia that calls for intervention and active engagement in reading; interactivity is based on the active participation of the child with the links and electronic contracts that host a programming model in which the creator has deposited the essence of their literary and artistic effort. The uses of these links and contracts vary from text to text, hence interactivity is achieved through the presence of the receiving child who enters the digital network to wander, browse, and navigate in search of their true desire. After that, they choose a specific page or site in order to search for a poem, or a novel, or a digital story."<sup>2</sup> - The true perceiver of the essence of art and creativity understands well that technology accompanies the era in which both the creator and the receiver participate equally, sharing the correlates of programming, openness, automation, and the participatory algorithmic relationship between the duality of art and the electronic medium. The digital environment rapidly and massively attracts the child through the intensive, swift, and condensed embrace of visual language." Through the digital processing performed on the computer that contains many software programs contributing to the aesthetics of the digital image represented in (3D software) that processes images and videos and is considered the foundation of the structure of digital technologies represented by the computer, dynamic and static digital images are produced by these

<sup>1</sup> - <https://www.bing.com/images/> <https://www.youtube.com/watch?v=LelNfBcNm4M>

<sup>2</sup> - - Mayar Ahmed Abdel Jawwad Mohamed, Digital Children's Literature and Its Impact on the Development of Language Intelligence in Early Childhood, Matrouh University Journal of Educational and Psychological Sciences, Volume: 02, Issue: 04, Part 02, October 2022, p. 122

3D software."<sup>3</sup>The written rhetorical language transforms into a visual language conveyed by the digital image, movements, and interaction between the programmed electronic domains suitable for the multiple receiving senses at the child and their importance to him, as it enables participation and enjoyment of mental and kinetic stimuli, as well as allows discovery and acquisition of methods in modeling the imagination and its diversity.

Digital image processing programs vary:



These proposed types can also be represented through the following images:

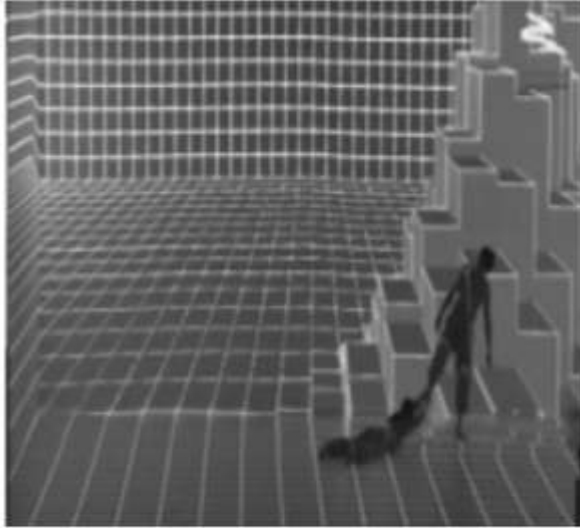


صورة رقم (3)  
واجهة عمل برنامج (blender 3D) ثلاثي الأبعاد



صورة رقم (2)  
عمل برنامج (3D max) ثلاثي الأبعاد

<sup>3</sup> - Mohammed Kazem Hashem, Digital Technology Finances in Shaping the Global Theater Presentation, Cairo International Festival for Theater Publications, the twenty-ninth edition, Ministry of Culture, Cairo, Egypt, September 2022, pp. 51-52.



صورة رقم (6)

تصميمات برنامج كوريل درو ثلاثي الأبعاد



صورة رقم (4)

تصميمات برنامج البيندر ثلاثي الأبعاد (blender 3D)

<https://www.zoomtaqnia.com>



صورة رقم (8)

تقنية اشتغال (الهولوجرام)

(the plan/images 2-3-4-6-8)<sup>4</sup>

4- The nature of the relationship between the child and the digital world: Technology has connected humans and infiltrated their existence in all their activities and places, reducing effort and time. As for websites, they have become the space that recreates the human world with its intellectual, cultural, scientific, and communicative activities. Additionally, the child has grown up connected to these worlds, where his natural environment has become intertwined. "Although today's child has become a small scholar with the data of technology, there must be a simplification of the operating mechanisms of the medium and an ease of its uses, as well as offering electronic products as free gifts

<sup>4</sup> - Mohammed Kazem Hashim, The Finances of Digital Technologies in Shaping Global Theater Presentation, pp. 54-67

to children, especially those related to education"<sup>5</sup> and to the components of life and the foundations of communication and education, alongside the particular growth of artificial intelligence and linguistic development, which contributes in one way or another to the process of building diverse perceptions and experiences in the child.

## **Conclusion**

Children's literature operates through activity and dynamic interaction within cognitive frameworks that include sensory-motor, auditory, and visual domains. These works serve as gateways to understanding existence and reflect patterns of thought, imagination, and behavior. They achieve this by connecting prior knowledge with both educational and entertaining purposes, using a range of tools that vary between traditional print and audiovisual media. In the digital age, these tools now include programming platforms and artificial intelligence systems designed to enhance linguistic intelligence and stimulate a child's ability to think, visualize, and imagine—core elements of both learning and creativity.

Key findings include the following:

Digital children's literature enhances linguistic intelligence by strengthening skills such as expression, comprehension, structuring, and effective communication.

Digital platforms offer environments that resonate with children's realities, allowing them to grow and explore in ways that reflect their digital context.

Literature that fails to consider the child's specific age, behavior, and psychological makeup loses its effectiveness. Without these guiding frameworks, such literature may miss the artistic depth and developmental value that foster discovery, cognitive growth, and real-life skill development.

<sup>1</sup> - Youssef Omar, Digital Literature for Children - A Conceptual Approach - Madarat Journal of Language and Literature published by the Madarat Center for Studies and Research, Volume: 01, Issue: 04, (322-350) Tebessa, Algeria, 2020, p. 347.