

УДК 373.31

DOI 10.52928/2070-1640-2025-44-2-23-26

IMPACT OF MULTIMEDIA CONTENT ON PRIMARY-SCHOOL STUDENTS' AESTHETIC TASTE DEVELOPMENT: A LITERATURE ANALYSIS

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This article presents a systematic literature review analyzing the impact of multimedia content on the development of aesthetic taste in primary-school students. The authors explore how digital tools like video, animation, and interactive applications influence children's engagement, art appreciation, and understanding of aesthetic concepts. The findings indicate that well-integrated multimedia resources significantly enhance student engagement and foster a deeper emotional connection to art. However the study emphasizes the necessity of a balanced, pedagogically sound approach to prevent superficial "clip-thinking" and ensure meaningful learning. The article concludes with based on literature analysis practical recommendations for educators and curriculum developers, including teacher training, curriculum design, and parental involvement, and suggests directions for future research into the long-term effects of multimedia on aesthetic development.

Keywords: *primary education, multimedia content, aesthetic development, aesthetic taste.*

Introduction. We must admit that the educational landscape has undergone significant changes in recent years due to the rapid advancement of technology. Multimedia content, encompassing formats such as video, animation, and interactive applications, has become an integral part of the educational process. In this context, educational science is posing serious questions about the impact of multimedia on the aesthetic development and aesthetic taste of primary school pupils. It is important to note that aesthetic taste, defined as the ability to appreciate beauty and understand modes of artistic expression, plays a crucial role in children's cognitive, emotional and whole personality growth.

However, the integration of multimedia into the educational process has some challenges. A key problem is the quality of the content itself and its alignment with the pedagogical goals of developing aesthetic perception. The thoughtless use of visually striking but superficial materials can foster a 'clip-thinking' mentality and impede the development of the capacity for deep and meaningful appreciation of art. Consequently, a pressing need arises for the critical analysis and selection of multimedia resources.

Another problem is that contemporary children, as digital natives, are inherently immersed in a visually rich media environment, which inevitably transforms the channels and mechanisms of their perception. This necessitates an adaptation of traditional approaches to aesthetic education and a search for new pedagogical strategies that not only keep pace with the times but also harness the potential of multimedia to foster a thoughtful, rather than passive, relationship with visual culture. Accordingly, the focus shifts from the question of the expediency of using technology to the problem of its qualitative and pedagogically sound integration into the educational context.

In light of these challenges, our research gains particular relevance. It aims to analyse the influence of multimedia content on the development of aesthetic taste in primary school pupils, drawing on the findings of recent research.

A systematic analysis of contemporary scientific literature allows us not only to identify the evidenced advantages of multimedia technologies but also to formulate scientifically grounded criteria for their effective application.

Main part. Methodology and methods. This study employs a systematic literature review methodology to analyse the impact of multimedia content on aesthetic taste development in primary education. The review has been focused on studies published in the last five years, ensuring that the findings are relevant to current educational practices. We have undertaken the following steps (Table 1):

Table 1. – Steps in methodology application

Steps	Contents
Literature search	A comprehensive search was conducted using academic databases such as Google Scholar, JSTOR, and ERIC. Keywords included "multimedia content", "aesthetic taste", "primary education", and "art appreciation"
Selection criteria	Studies were selected based on their relevance to the topic, methodological rigor, and publication in peer-reviewed journals
Data extraction	Key findings, definitions, and frameworks related to multimedia and aesthetic development were extracted from each study
Analysis	The extracted data were analysed thematically, focusing on the impact of multimedia on aesthetic taste, engagement, and educational outcomes

Terminology analysis. To facilitate understanding, Table 2 summarizes key terms related to multimedia content and aesthetic taste development.

Table 2. – Key terms related to multimedia content and aesthetic taste development

Terms	Definitions	Benefits	Influence
Multimedia Content	Multimedia content refers to the integration of various forms of media, that include text, audio, and video, to enhance learning experiences [1]	The use of multimedia in education allows for a more engaging and interactive learning environment [2]	Multimedia content can stimulate various senses, leading to improved retention and understanding [3]
Aesthetic Taste	Aesthetic taste is the ability to perceive and appreciate beauty in various forms, influenced by cultural and personal factors [4]	It defines the preferences and judgments individuals make regarding art and beauty [5]	Aesthetic taste develops through exposure to diverse artistic expressions and experiences [6]
Engagement	Engagement refers to the level of interest and participation a student demonstrates in the learning process [7]	High levels of engagement are associated with better academic outcomes and deeper learning [8]	Engagement can be emotional, cognitive, or behavioural, influencing students' overall learning experience [9]

Based on the table, which defines the educational terms, we made the following overarching observations:

1) Those concepts are understood by researchers through multiple theoretical lenses. This demonstrates that these concepts are not monolithic; they are complex and can be examined from various scholarly perspectives, such as cognitive psychology (Mayer), educational philosophy (Dewey), and motivational theory (Skinner, Pitzer).

2) We can note a strong focus on the educational and learning context in those entries. The definitions are framed within educational and learning environments. For instance, “multimedia content” and “engagement” are directly linked to boosting learning experiences and improving academic outcomes. Even “aesthetic taste”, which is a concept from the arts, is presented here in a way that suggests its relevance to personal development through experience.

3) There is an emphasis on the learner's internal cognitive and affective processes. The above table highlights the importance of what happens within the learner. Key themes include: stimulation and cognition (“multimedia content” is noted for stimulating senses and improving retention); judgement and perception (aesthetic taste involves perception, appreciation, and personal judgement); internal states driving participation (engagement is defined by levels of interest, participation, and its emotional and cognitive dimensions).

4) In each definition, outcomes are linked to deeper, more effective experiences. In other words, a clear thread running through the definitions is the pursuit of superior outcomes. The use of multimedia and high engagement are explicitly connected to a “more interactive learning environment”, “deeper learning”, and “better academic outcomes”. Similarly, developing aesthetic taste enriches one's capacity for appreciation.

Results and discussion. The analysis of the literature undertaken by us revealed several key findings regarding the impact of multimedia content on the aesthetic taste development of primary-school students. Those findings are explained in Table 3.

Table 3. – The impact of multimedia content on the aesthetic taste development of primary-school students

Impact	Explanations with evidence from literature
Enhanced engagement	Numerous studies show that multimedia content significantly enhances student engagement. For instance, Yan Liu found that students exposed to interactive multimedia resources demonstrated higher levels of interest and motivation in learning about art. The authors state, that interactive elements in multimedia content capture students' attention and encourage active participation [10]. That increased engagement is crucial for fostering a deeper understanding of aesthetic concepts
Improved art appreciation	Research by A. Boakye et al. highlights that exposure to multimedia content positively influences students' appreciation of various art forms [11]. Their study found that students who engaged with high-quality visual art through multimedia platforms exhibited a greater understanding of artistic styles and techniques. The authors note, that multimedia resources provide students with diverse perspectives on art, enhancing their ability to appreciate and evaluate artistic expression
Development of aesthetic concepts	The literature suggests that multimedia content aids in the development of aesthetic concepts among primary-school students. According to Sun Xiaodong et al., multimedia learning environments facilitate the exploration of artistic principles, allowing students to develop a more nuanced understanding of aesthetics [12]. This aligns with the findings of Z. Wang, who emphasizes that multimedia can serve as a bridge between theoretical knowledge and practical application in art education [13]
Emotional connection to art	Several studies highlight the emotional impact of multimedia content on students' aesthetic experiences. For example, a study by Azman Ismail & Keong, L.K. found that students who engaged with emotionally resonant multimedia content reported a stronger connection to the art being studied. The authors state that emotional engagement with multimedia content fosters a deeper appreciation for artistic expression [14]. This emotional connection is essential for developing a lasting aesthetic taste

As the table above illustrates, the findings of our literature analysis underscore the significant role of multimedia content in shaping the aesthetic taste of primary school pupils. The positive impact of multimedia on pupil engagement, artistic perception, and emotional response, identified by authors in the field, aligns with the existing body of evidence. This reinforces the notion that diverse and engaging content can deepen children's understanding of art and beauty.

After providing these pieces of evidence from literature, it makes sense to point out some implications for educators and to give recommendations for primary education practice.

Given the findings, educators are encouraged to integrate multimedia resources into their curricula to promote aesthetic development. The use of interactive multimedia can create a dynamic learning environment that fosters creativity and critical thinking. As noted by Mayer, "Incorporating multimedia into education not only enhances learning outcomes but also enriches students' aesthetic experiences" [10].

While the benefits of multimedia are evident, it is essential to strike a balance between digital and traditional art education methods. Excessive reliance on multimedia may lead to diminished hands-on experiences, which are crucial for developing practical artistic skills. Therefore, a blended approach that combines multimedia with traditional art practices is recommended.

As for teaching per se, we summarised some researchers' recommendations for effective implementation multimedia content in primary education aiming aesthetic development.

Firstly, some would recommend professional development for educators through training programs established to equip teachers with the skills necessary to effectively integrate multimedia into their teaching practices. Incorporating professional development programs specifically designed for art teachers is essential to equip them with the technological and pedagogical skills necessary to integrate multimedia effectively into their teaching. Such training helps art educators select appropriate digital tools and design engaging lessons that enhance artistic learning and creativity, and foster deeper student engagement and contemporary art education practices [15].

The second recommendation is regarding curriculum design improvement. In this regard, curriculum developers should consider incorporating multimedia elements into the existing frameworks of art education programmes. This can be achieved by designing specific modules that focus on exploring various art forms and styles through multimedia tools, thereby enhancing students' engagement and understanding of contemporary artistic practices [16].

The third recommendation is based on a need to engage the pupils' parents in the educational process. This would help to enhance the positive impact of multimedia content on children. As L. Lifschitz Grant points out, engaging parents in the educational process is crucial to enhance the impact of multimedia content on children's learning. Schools should organize workshops or informational sessions to demonstrate how parents can support their children's aesthetic and artistic development at home using multimedia resources, fostering a stronger connection between home and school learning environments [17].

Fourthly, some researchers find further improvements in pedagogical assessment strategies to be necessary. It means that educators should develop assessment strategies that measure not only the pupils' understanding of aesthetic concepts but also their engagement when interacting with multimedia content. This could be based on project-based assessments where pupils create their own multimedia presentations and projects on art-related topics [18].

Finally, it seems crucial to increase the diversity of multimedia resources. In this respect, some studies see schools as providers of a wide range of multimedia resources that reflect diverse cultures and modes of artistic expression. This type of exposure can help pupils develop a broader understanding of aesthetics and foster inclusivity in art appreciation [19].

Conclusion. Therefore, the key challenge for contemporary education lies not in opposing digital and traditional methods, but in their harmonious synthesis. This is to say that multimedia content should not replace children's direct engagement with works of art, but can serve as a powerful tool to prepare for such engagement. For instance, virtual tours of world museums or interactive analysers of artistic techniques help to cultivate initial interest and a basic conceptual framework, which are subsequently enriched through encounters with original works of art. This complementary approach maximises the didactic potential of technology while preserving the fundamental value of immediate aesthetic experience.

The findings made by us based on the literature analysis suggest that exposure to diverse multimedia resources enhances students' engagement, understanding, and appreciation of art and beauty. Navigating the digital landscape, it is crucial for teachers to leverage multimedia content thoughtfully in order to foster aesthetic development in young learners. Also, with integrating multimedia into art education, educators can create enriching learning experiences that cultivate a lifelong appreciation for the arts.

The reported study is completed as it is, but in our opinion, future research could be undertaken and continue to explore the long-term effects of multimedia exposure on aesthetic taste development. For example, longitudinal studies could provide valuable insights into how early exposure to multimedia influences students' artistic preferences and appreciation over time. Additionally, future research could investigate the impact of different types of multimedia content on various aspects of aesthetic development.

Also, future research prospects appear to lie in developing differentiated models for integrating multimedia, taking into account the age-specific characteristics of pupils and the particularities of the educational environment. A more profound investigation is required into the influence of specific content types – for example, interactive applications versus passive video consumption – on various components of aesthetic consciousness. Finally, establishing scientifically-grounded methodologies for assessing the quality of multimedia resources represents an important direction for potential future research, as a substantive and discerning selection of content becomes crucial for successfully realising its educational potential within the context of our digital reality.

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Поступила 13.10.2025

ВЛИЯНИЕ МУЛЬТИМЕДИЙНОГО КОНТЕНТА НА РАЗВИТИЕ ЭСТЕТИЧЕСКОГО ВКУСА У УЧАЩИХСЯ НАЧАЛЬНОЙ ШКОЛЫ: АНАЛИЗ ЛИТЕРАТУРЫ

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Представлен систематический обзор литературы, анализирующий влияние мультимедийного контента на развитие эстетического вкуса у учащихся начальной школы. Авторы исследуют, как такие цифровые инструменты, как видео, анимация и интерактивные приложения, влияют на вовлеченность детей, эстетический вкус и понимание эстетических концепций. Результаты исследования показывают, что грамотно интегрированные мультимедийные ресурсы значительно повышают заинтересованность учащихся и способствуют более глубокой эмоциональной связи с искусством. Однако подчеркивается необходимость сбалансированного, педагогически обоснованного подхода, чтобы предотвратить поверхностное «клиповое мышление» и обеспечить содержательное обучение. В статье предлагаются основанные на анализе источников практические рекомендации для педагогов и разработчиков учебных программ, включая обучение учителей, проектирование учебных программ и вовлечение родителей, а также обозначаются направления для будущих исследований долгосрочного влияния мультимедиа на эстетическое развитие.

Ключевые слова: начальное образование, мультимедийный контент, эстетическое развитие, эстетический вкус.