

IRSTI 14.35.07

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Formation of Research Culture in Future Educational Psychologists through Media Resources

Abstract

Introduction. Contemporary requirements for the professional practice of educational psychologists presuppose the ability to analyze scientific information, reflectively interpret professional experience, and make evidence-based decisions grounded in verified knowledge. Media resources, which occupy a central place in the information environment of students' professional development, are examined in this study as a potential means of fostering the research culture of future educational psychologists. **Methodology and Methods.** A pilot survey was conducted among 41 fourth-year students enrolled in the degree program 6B01101 Educational Psychologist, using an original questionnaire comprising four closed-ended questions. Quantitative data analysis was applied. **Results.** It was found that fewer than half of the respondents understood research culture as a broad professional characteristic. The overwhelming majority of students, 97.6%, assessed the contribution of university-level training to its development as insufficient. Media resources are perceived by students primarily as a technical tool for information retrieval, while academic databases remain the least utilized among all types of media resources. **Scientific Novelty.** The theoretical foundations of developing research culture in future educational psychologists through media resources have been examined. **Practical Significance.** The results of the pilot survey identified the baseline level of readiness among future educational psychologists to develop research culture through media resources and may serve as an empirical basis for further research in this area.

Keywords: research culture, future educational psychologist, media resources, professional training.

Introduction. The contemporary system of higher pedagogical education is under pressure from educational practice, which demands of graduates not only mastery of subject knowledge, but also the capacity to independently acquire, critically evaluate, and apply scientific knowledge within a constantly evolving professional environment. Research culture (Moran, 2020) has emerged at this stage as one of the priority characteristics of professional training, defining a specialist capable of acting not by imitation of established patterns, but on the basis of evidence-informed decisions. Research culture constitutes (Nosek, 2015) an integrative personal formation, expressing a subject's stable readiness and capacity for scientifically grounded understanding of professional reality.

It presupposes command of the methodological apparatus of inquiry, the ability to work with scholarly sources, to construct an evidential logic of professional judgments, and to reflectively interpret one's own practice. Within the international scholarly tradition (Dewey, 1933; Joyce, 2009; Schön, 1983), research culture is conceptualized through the category of reflective practice: D. Schön establishes the specialist's capacity to interpret professional experience through the lens of scientific knowledge as a fundamental characteristic of the competent practitioner, whereas J. Dewey regards the inquiring disposition as an indispensable condition of genuine professional thinking. In the works of B. Joyce and M. Weil, the research culture of the educator is associated

with the mastery of instructional models that involve the systematic study of pedagogical reality and the reflective processing of the data obtained. Research culture is not reducible to a sum of methodological knowledge; rather, it characterizes the professional stance of the individual and their capacity to perceive professional reality as an object of systematic inquiry.

The significance of research culture in contemporary conditions is determined by the fact that a specialist who lacks it inevitably reproduces outdated or non-evidence-based practices and makes professional decisions on the basis of everyday experience rather than verified knowledge. A well-developed research culture ensures professional resilience: it enables the specialist to navigate the body of scientific data, to critically evaluate information, and to adapt theoretical concepts to the specific conditions of their work. At the normative level, this significance is enshrined in the European Commission report *Supporting Teacher Competence Development for Better Learning Outcomes* (European Commission, 2013), which includes research competence in the core list of professional characteristics of the educator and regards the capacity for evidence-based justification of pedagogical decisions as a criterion of professional maturity.

With respect to future educational psychologists (Mamytbayeva, 2024), this requirement carries particular weight, owing to the specific nature of their professional practice. The object of the educational psychologist's professional attention is the psychological wellbeing, development, and socialization of children and adolescents - subjects whose psychological states require precise diagnosis rather than intuitive assessment. Diagnostic errors arising from methodological incompetence can cause real harm to a child's development, which makes research culture a guarantor of professional safety and ethical responsibility. Psychological science is, moreover, one of the most dynamically advancing fields of knowledge: methodological approaches, diagnostic instruments, and corrective techniques are regularly revised in light of new

empirical findings. A student who lacks research culture is deprived of the capacity to track these changes and to update their professional toolkit in a timely manner. The professional practice of the future educational psychologist involves the design and justification of psychological and pedagogical programs, participation in the monitoring of the educational environment, and the expert evaluation of pedagogical situations - all of which require the ability to design applied research, analyze its results, and formulate evidence-based recommendations. It is precisely during the period of university training (Pratt, 1999) that foundational professional dispositions are established and one's relationship to knowledge as such is formed: research culture developed at the stage of study becomes a stable component of professional self-awareness, shaping the character of subsequent professional development throughout the entire career.

The recognition of research culture as a key professional quality (Gemmell, 2010) of the future educational psychologist naturally raises the question of the pedagogical means by which it may be developed - and among these means, media resources occupy a distinctive place. The contemporary student receives the overwhelming majority of professionally relevant information from digital sources: electronic libraries, scholarly databases, educational platforms, and professional online communities. Media resources constitute the environment within which the future specialist's professional formation unfolds, and pedagogically organized engagement with this environment fits organically into the logic of research culture development, since it reproduces the actual conditions of future professional practice (Berduygina, 2020). Media resources provide access to primary scholarly sources, peer-reviewed journals, preprints, international databases such as Scopus and Web of Science, as well as diverse formats for the visualization of scientific knowledge. Working with these resources stimulates active rather than passive information consumption: searching, structuring, comparing sources, and identifying the methodological foundations of published research. Digital tools - video lectures, researcher

podcasts, interactive analytical platforms - allow the student to return to scholarly content repeatedly, to engage with it across different contexts, and to compare authors' positions, thereby creating conditions for the development of a reflective relationship to knowledge. The opportunity to engage with current scholarly debates in real time and to participate in professional online communities cultivates in the future educational psychologist a sustained cognitive interest - the affective foundation without which research culture remains a formal rather than a genuine professional attainment. Media literacy - the capacity to critically engage with and productively use the media environment - is itself a component of the educational psychologist's professional competence, given that their practice involves digital tools for diagnosis, counseling, and educational outreach (Erstad, 2010). The development of research culture through media resources thus addresses a compound objective, simultaneously advancing both the student's research skills and their media competence.

At the same time, the question of the extent to which future educational psychologists are genuinely prepared to develop research culture through media resources (Cao, 2017) remains insufficiently examined at the empirical level. Students' readiness for this process (Semenog, 2020) - their awareness of scholarly media resources, their experience of working with them, their motivation for research activity, and their self-assessment of their own research skills - constitutes the necessary baseline for any pedagogical effort in this direction. Identifying the current level of this readiness through a pilot survey will make it possible to determine students' starting positions, to reveal the gaps and resources upon which purposeful work on developing the research culture of future educational psychologists can draw, within the conditions of the contemporary media environment.

Materials and Methods. *Research Design.* The empirical foundation of the study comprised a pilot survey aimed at identifying future educational psychologists' conceptions of the nature of research culture, assessing

the conditions for its development within the process of professional training, and examining students' attitudes towards media resources as a means of its cultivation.

Participants. The study involved 41 fourth-year students enrolled in the degree program 6B01101 Pedagogy and Psychology. The selection of this category of respondents was determined by the fact that fourth-year students possess sufficient body of professional knowledge and academic experience to enable them to make informed assessments of the conditions for research culture development at university. The sample was exhaustive: all students of the relevant year and program were invited to participate.

Instrument. The instrument used for empirical data collection was an original questionnaire entitled "Future Educational Psychologists' Readiness to Develop Research Culture through Media Resources", comprising four closed-ended questions. The questionnaire encompasses three sequential thematic blocks: students' understanding of the nature of research culture in the educational psychologist's profession; their assessment of the degree to which it is developed within the context of university professional training; and their attitudes towards media resources as a means of its cultivation, together with the actual patterns of their use in academic activity. The closed-ended format of the questions ensures comparability of responses and the feasibility of quantitative data processing. The survey was conducted in person during a scheduled class session.

Data Analysis. The data obtained were subjected to quantitative analysis: for each question, the number of respondents who selected each response option was determined, along with its proportional share as a percentage of the total number of survey participants. The survey results are treated as pilot findings and do not claim representativeness with respect to the general population; their purpose is to yield preliminary empirical material recording the baseline level of future educational psychologists' readiness to develop research culture through media resources.

Ethical Consideration. The study was conducted in accordance with the ethical principles of the Declaration of Helsinki and the relevant national regulations on research involving human participants. The research was limited to an anonymous, non-interventional questionnaire survey of adult university students; it involved no medical, clinical, or experimental procedures, no deception, and no collection of personally identifiable or sensitive data. Under the institutional regulations in force, studies of this type do not require review by a formal ethics committee.

Participation in the study was voluntary, and the anonymity of respondents was guaranteed. Prior to completing the questionnaire, students were informed of the purpose of the study, the procedure for working with the instrument, and the intended use of the data for research purposes only. Respondents were informed that they could decline to participate or withdraw at any point without giving reasons, and that this would have no effect on their academic assessment or their relationship with the teaching staff. No incentives were offered for participation.

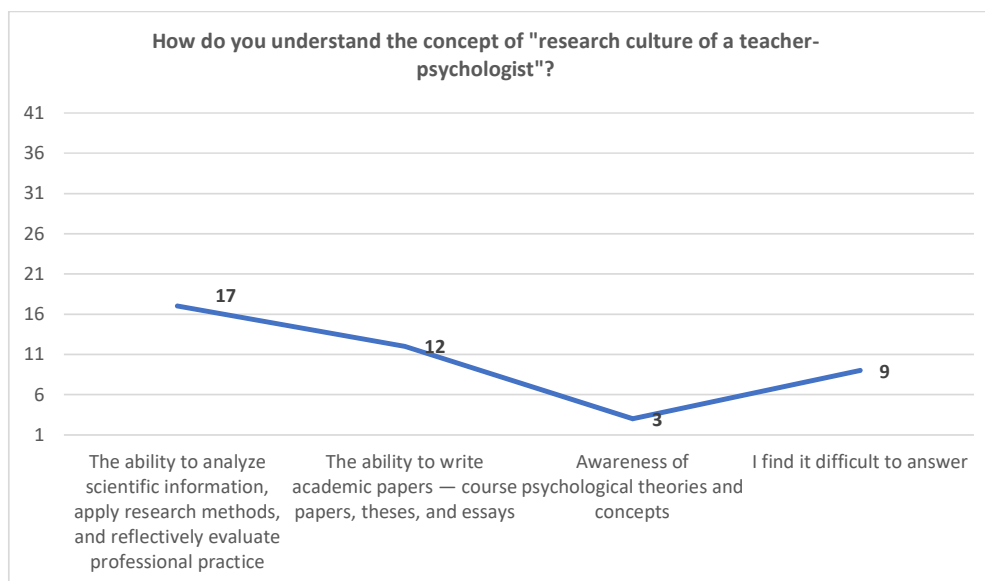
The questionnaires contained no names, student identification numbers, or any other identifiers. All responses were stored on a password-protected device accessible only to

the research team and are reported exclusively in aggregated form.

Results. Analysis of responses to the first questionnaire item, which was designed to identify students' understanding of the nature of research culture in the educational psychologist's profession, revealed that the majority of respondents - 17 individuals (41.5%) - associate research culture with the ability to analyze scientific information, apply research methods, and reflectively interpret professional practice, which corresponds to the scholarly content of the concept. At the same time, 12 students (29.3%) reduced research culture to the ability to write academic papers, 9 respondents (21.9%) were unable to provide an answer, and only 3 respondents (7.3%) associated it with knowledge of psychological theories and concepts. The findings demonstrate that an understanding of research culture as a broad professional characteristic extending beyond academic and study-related tasks has been formed in fewer than half of the students in the sample. A substantial proportion of future educational psychologists do not perceive research activity as an integral component of everyday professional practice, which may subsequently place significant limitations on their capacity for evidence-based justification of professional decisions (Figure 1).

Figure 1

Students' understanding of the essence of research culture of a teacher-psychologist



Responses to the second question, which addressed students' assessment of the role of university professional training in the development of research culture, were distributed as follows. Only 1 student (2.4%) evaluated the academic process as fully conducive to the formation of research culture. The predominant share of respondents - 20 individuals (48.8%) - indicated that training contributes to this only partially, given that no purposeful system has been established. The view that the academic process makes a negligible contribution was held

by 16 students (39.0%), while 4 respondents (9.8%) indicated that it makes no contribution whatsoever. Taken together, 97.6% of future educational psychologists assess the contribution of university training to the development of research culture as insufficient. This points to the fact that the existing system of professional preparation does not ensure the systematic and consistent cultivation of students' research culture, and signals the need for the deliberate incorporation of appropriate pedagogical means into the educational process (Figure 2).

Figure 2

Students' assessment of the role of university professional training in the development of research culture

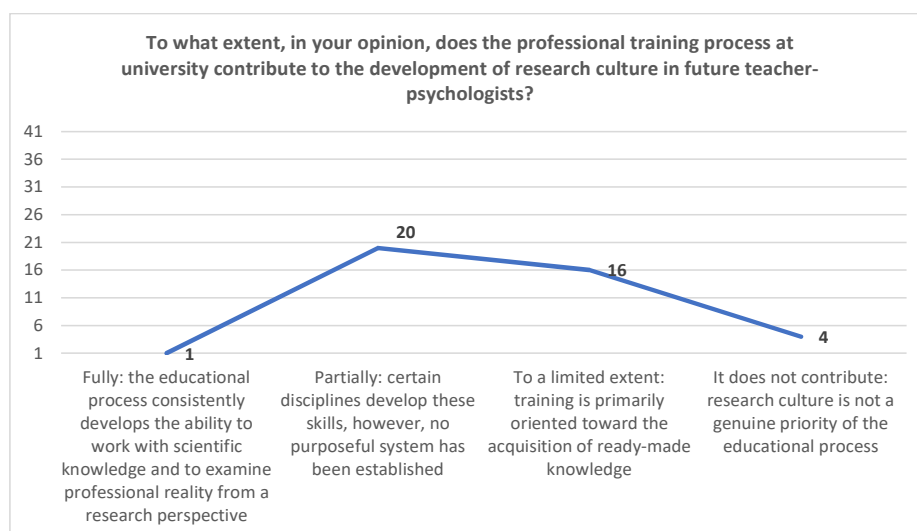
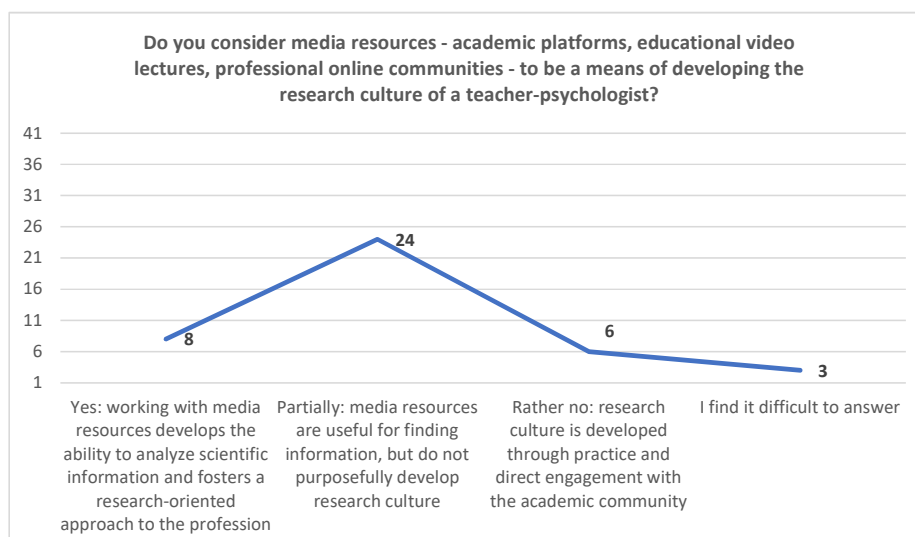


Figure 3

Students' attitudes toward media resources as a means of developing research culture of a teacher-psychologist

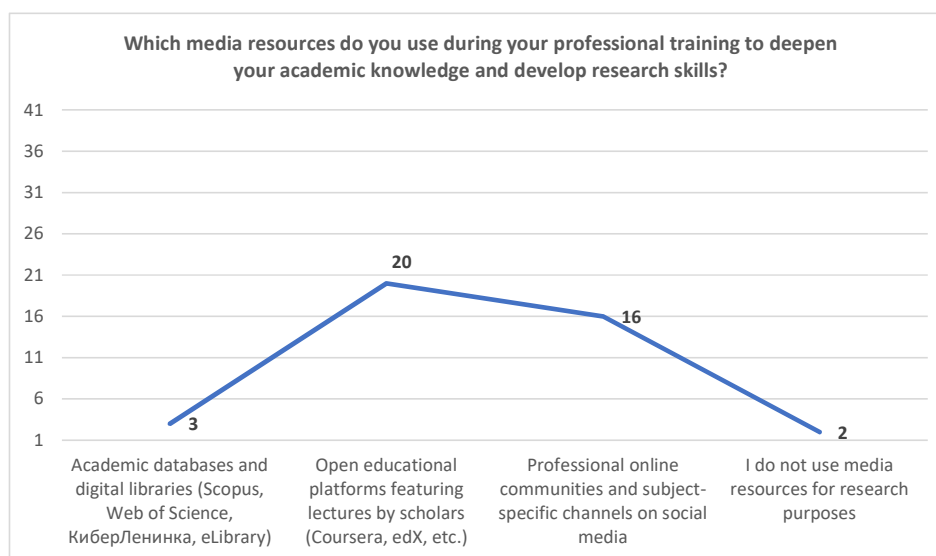


The results of the third question, which examined students' attitudes towards media resources as a means of developing research culture, showed that the largest share of respondents - 24 individuals (58.5%) - recognize media resources as a partially suitable tool, useful for information retrieval, but do not regard them as an instrument for the purposeful formation of research culture. An affirmative position was taken by 8 students (19.5%), who consider that working with media resources cultivates a research-oriented attitude towards the profession. A negative position was expressed by 6 respondents (14.6%), while 3 respondents (7.3%) were unable to provide an

answer. The predominance of partial recognition over full recognition indicates that students intuitively sense a connection between media resources and professional development, yet do not sufficiently understand the mechanism underlying this connection. Media resources are perceived primarily as a technical tool for information retrieval rather than as a pedagogically meaningful means of forming a research disposition and critical professional thinking - highlighting the need for dedicated work aimed at developing in future educational psychologists a conscious and purposeful approach to media resources within the context of their professional formation (Figure 3).

Figure 4

Students' use of media resources during professional training



Responses to the fourth question, concerning the actual use of media resources in the course of professional training, are broadly consistent with the findings of the preceding question. Scholarly databases and electronic libraries are used by only 3 students (7.3%), open educational platforms featuring lectures by researchers by 20 individuals (48.8%), and professional online communities and subject-specific social media channels by 16 respondents (39.0%). Meanwhile, 2 students (4.9%) indicated that they do not use media resources for research purposes at all. It is notable that the least utilized resources proved to be precisely those - scholarly databases and academic libraries

- that provide the greatest access to verified scientific knowledge and develop the ability to work with primary sources. The predominance of informal educational platforms and social media over academic databases reveals that students' engagement with media resources is spontaneous and situational in character and is not subordinated to the goals of purposeful research culture development. Without specially organized pedagogical support, media resources remain an unrealized asset in the professional formation of future educational psychologists (Figure 4).

Discussion. The results of the pilot survey reveal a picture broadly characteristic of the

professional training of future educators in contemporary conditions: an understanding of research culture as a wide-ranging professional characteristic is insufficiently formed among students, university training is not perceived by them as ensuring the systematic development of a research disposition, and media resources are used primarily in a spontaneous manner and are not associated by students with the goals of professional research formation. The findings are consistent with the conclusions of Matjašič and Vogrinc (2025), who examined the development of perceived and actual research competence among master's-level students in a pedagogical program at the University of Ljubljana ($n = 73$). The authors established that at the initial stage of study, students systematically overestimate their own research competence, failing to appreciate its genuine complexity and multidimensionality, and only as they become engaged in practical research activity does their self-assessment become more realistic (Matjašič & Vogrinc, 2025). A similar dynamic is observable in our sample: fourth-year students, who possess a substantial body of subject knowledge, nonetheless do not perceive research activity as an organic component of the educational psychologist's professional practice - a finding that points to a gap between accumulated knowledge and a formed research disposition.

This gap is largely explained by the absence of systematic pedagogical work aimed at developing research culture within the framework of professional training. Gussen et al. (2023), who studied the development of research competence among pre-service teachers at German universities, found that many students in pedagogical programs hold a critical attitude towards research activity and demonstrate an insufficient level of methodological knowledge - precisely as a consequence of the absence of specially organized research courses within their curricula (Gussen et al., 2023). The authors demonstrated that only purposeful pedagogical support, incorporating practical research assignments, is capable of producing a substantive shift in both the cognitive and the affective-motivational dimensions of students' research competence.

With regard to the role of media resources in the development of research culture, our data resonates with the observations of Laptun and Safonov (2022), who examined the pedagogical conditions for developing media culture in future teachers. The authors established that media culture as a professional quality does not form spontaneously through everyday use of media tools but requires specially designed methodological conditions and practical tasks that are purposefully integrated into the educational process (Laptun & Safonov, 2022). The predominance in our sample of students' orientation towards informal educational platforms and social media at the expense of academic databases corroborates the same logic: without pedagogically organized support, media resources remain for students an instrument of situational information retrieval rather than a means of developing a research disposition and critical professional thinking. The results of the present study and the findings of the international works examined thus point to one, and the same systemic pattern: the development of research culture in future educators - including through media resources - does not occur spontaneously in the course of standard professional training, and requires purposeful pedagogical design.

Conclusion. The relevance of the problem of developing research culture in future educational psychologists is determined by the objective demands of contemporary professional reality: the growing complexity of psychological needs within the educational environment, the dynamic renewal of scientific knowledge in the fields of psychology and pedagogy, and the pervasive spread of the media environment as a space for the specialist's professional formation. Under these conditions, the future educational psychologist's capacity to critically engage with scientific information, reflectively interpret professional practice, and justify decisions on the basis of verified knowledge ceases to be an optional quality and acquires the status of a professional norm.

The pilot survey conducted yielded preliminary empirical data on the level of readiness among fourth-year students of the Educational Psychologist program to develop

research culture through media resources. The results showed that an understanding of research culture as a broad professional characteristic has been formed in fewer than half of the respondents; university training in its current form is not perceived by students as ensuring the systematic development of a research disposition; and media resources are used primarily in a situational manner and are not associated by students with the goals of professional research formation. The findings demonstrate the existence of a persistent deficit both in awareness of the significance of research culture and in the practice of its development through the media environment.

It is nonetheless necessary to acknowledge the limitations of the study. The pilot nature of the survey and the relatively small sample size - 41 students from a single year and degree program, 6B01101 Pedagogy and Psychology - preclude the generalization of the findings to a broader population. The closed-ended format of the questionnaire items limits the depth of interpretation: behind the quantitative distributions of responses, the individual mea-

nings and motivational foundations of students' professional dispositions remain invisible. A cross-sectional design does not permit conclusions to be drawn regarding the dynamics of research culture development across the course of study.

The prospects for further research involve expanding the sample to include students from different years of study and different universities, which would make it possible to identify the dynamics of research culture formation at various stages of professional training. Enriching the methodology through the inclusion of qualitative methods - interviews and focus groups - would yield a more detailed understanding of the content of students' professional dispositions towards research activity and media resources. On the basis of the data obtained, it appears feasible to proceed to the design of pedagogical conditions under which media resources become a structuring element of future educational psychologists' professional training, ensuring the purposeful and sustainable development of research culture.

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