

5. COURSE REQUIREMENTS AND GRADES

Attend classes: Attend at least 80% of theory hours. - Exercises: Complete all practical exercises as required by the instructor - Studying tools: textbooks, reference books, video tapes, some samples of research methods Criteria for assessing students Final examination: - Form: self-talk. - Time to complete the examination: According to the regulation - Conditions for completing all subjects: attendance: 10; and Division test scores: 3 or more points; - Score: 0 to 10;

6. COURSE CALENDAR

Week	Main Content
1	mental Psychology1.1. Introductory psychology development1.1.1. Objects and
2	ological development1.1.3. The methodology of psychological development1
3	view of early childhood, children1.2.2. Theories of child psychological develo
4	of child psychology1.3.2. Basic rules of child psychology development1.3.3.
5	en from 0 to 6 years old2.1. Development in the fetus and the first two years
6	2.1.2. The development of children in the first two years of life
7	of children from 2 to 6 years old2.2.1. The biological development of children
8	2.2.2. The cognitive development of children from 2 to 6 years old
9	2.2.3. The development of social psychology of children from 2 to 6 years
10	of children from 6 to 12 years old3.1.1. Changes in body and activity3.1.2. Th
11	3.1.3. The development of psycho-social
12	children from 12 to 18 years3.2.1. Biological and physical development3.2.2
13	3.2.3. Psychological and social development
14	iological and physical change4.2. Psychological and social development and

[A-3] COURSE SYLLABUS

1. COURSE DESCRIPTION (Approximately 100 words)

The module provides an overview of developmental psychology; psychological perspectives on the nature, origins, conditions, motives, and rules of psychological development; Understand the formation and development of the science of environmental science. Understanding the doctrines of some doctrines of development and fundamental laws and psychological development, psychological development. Divide the stages of psychological development. The major psychological development achievements in each period from fetus to adulthood: Developmental processes in the fetus, factors affecting the development of the fetus. The development of facial features: senses, reflexes, language development, cognition, role of attachment and socialization in children aged 0-2; language, thinking, emotional development, ego formation, behavioral motivation in children 2 - 6 years of age; the characteristics of the cognitive processes of elementary school students, gender awareness

2. COURSE GOALS AND OBJECTIVES (Approximately 100 words)

Knowledge: Students have a basic understanding of the development of children's psychology, basic theories of human development, psychological developmental characteristics at each stage of development from an early age from birth to adulthood and its application in the education of children with special needs.
About attitude: Students have a true perspective on the development of the child, the views of human psychology, and the right view of children and children with special needs.
Skills: Initial development of research skills and evaluation of the development of children psychology, the use of a number of psychological development theory explains the cause, the mechanism causing defects, initial formation communication skills and communication with children as the basis for the successful organization of education and teaching activities for children in general and children with special needs in particular.

3. TEXTBOOK (Title, Author, Publisher, Year of Publication, etc.)

[1] Nguyen Van Dong (2004), Developmental psychology, National Political Publishing House, 2004.
[2] Nguyen Thac (2003), Theories and methods of studying the development of children, Hanoi University of Technology.

4. REFERENCE

[1] Nguyen Anh Tuyet, editor (2002), Child psychology of preschool age, Publishing House of Hanoi: National University of Education.
[2] Nguyen Quang Uan, Editor (2003), Psychology Development and Pedagogy Psychology, Hanoi University of Science and Technology.
[3] *. Berger K.S (2000). The developing person, 2nd ED. NY.
[4] *. Vasta, Haith M, Miler S, Child Psychology (1999), 3rdEd, NY.