"C Language" curriculum ideological and political exploration

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Abstract: With the continuous progress of social civilization today, personality cultivation and quality cultivation have gradually become a giant ruler to measure outstanding talents. In this context, professional knowledge and technical level are no longer the advantages of talents of the times, only with both ability and integrity can win the favor of modern society. As an important system for personnel training, if the development of education work wants to cultivate more outstanding talents that conform to the development of the times, it is necessary to implement the fundamental task of cultivating morality and cultivating people, strengthen education in ideology and politics, and ensure that students' morality and intelligence, talents and feelings can develop in an all-round way. In this regard, this paper will discuss from the perspective of curriculum ideology and politics, taking the teaching of "C language" curriculum as an example, and put forward several suggestions on the effective implementation of curriculum ideology and politics for reference.

1. Introduction

Curriculum education in ideology and politics is an innovation of education in ideology and politics, which aims to run education in ideology and politics through the whole process of curriculum teaching, so that students can receive professional curriculum knowledge and obtain education in ideology and politics at the same time, so as to achieve the comprehensive development of morality and talent. As far as the "C Language" curriculum is concerned, in actual teaching, if teachers want to effectively implement the education in ideology and politics of the curriculum and improve the quality and efficiency of teaching, they need to proceed from reality, combine the characteristics of the "C Language" curriculum and the current ideological and political practice of the curriculum, and optimize the existing teaching, so as to better give play to the effect of the education in ideology and politics of the curriculum, so that students can better receive education in ideology and politics and effectively achieve all-round development.

2. Current Status of Teaching in Ideology and Politics in the "C Language" Curriculum

2.1. The Content in Ideology and Politics is not Compatible with the Curriculum Content Enough

Curriculum ideology and politics is a teaching activity carried out with ideology and politics as the main content and integrating it into the knowledge of professional curriculums. As far as the current teaching situation of content in ideology and politics in the "C Language" curriculum is concerned, the degree of teaching integration between the two is relatively low, that is, the integration of content in ideology and politics in the curriculum teaching is relatively stiff and theoretical, and it is not organically connected with the knowledge of the "C Language" curriculum, resulting in the gradual "ideological and politicization" when teaching content in ideology and politics, just like opening a small ideological and political classroom independently in the "C Language" curriculum. In addition, the curriculum of "C Language" has a strong practical nature, and the content in ideology and politics is more theoretical, which leads to teachers often neglecting education in ideology and politics when teaching professional skills and knowledge, which affects the effect of education in ideology and politics in the curriculum to a certain extent [1].

2.2. The Teaching Methods are Relatively Boring

From the current teaching in ideology and politics method in the "C language" curriculum, the overall is relatively single, lack of innovation and diversification, resulting in students' difficulty in improving their interest in learning curriculum knowledge. Not only that, due to the lack of compatibility between the curriculum content and the content in ideology and politics, if the teaching method is not well grasped in actual teaching, it will also cause incongruity between the two, resulting in the value of education in ideology and politics cannot be effectively played.

2.3. Teaching in Ideology and Politics in the Curriculum is not Paid Much Attention

Although curriculum ideology and politics have been gradually implemented, as far as the current teaching practice is concerned, there are still some teachers who do not really realize the significance of curriculum ideological and political implementation, and think that education in ideology and politics has nothing to do with their own teaching. In the actual teaching process, teachers only simply carry through, and there is a strong arbitrariness. In this way, it is difficult to truly achieve the effect of education in ideology and politics, and it is difficult to effectively realize the significance of ideological and political development of the curriculum. In addition, content in ideology and politics requires teachers to have high ideological consciousness and theoretical accumulation, and the implementation of curriculum content in ideology and politics is not long, which leads to the ideological and political literacy of professional curriculum teachers is not enough to support the development of education and teaching guidance [2].

3. Specific Measures for Practicing Curriculum Ideology and Politics in the Teaching of "C Language"

3.1. Raise Attention and Clarify the Teaching in Ideology and Politics Objectives of the Curriculum

Only by attaching greater importance to ideology can teachers consciously carry out education in ideology and politics in action and effectively put the ideological and political concepts in the

curriculum into practice. At present, most classroom teachers are not aware of the importance and significance of curriculum ideology and politics, resulting in a biased understanding of the integration of education in ideology and politics into the curriculum. In this regard, in order to ensure the teaching effect of education in ideology and politics in the curriculum, it is necessary to first pay more attention to the teacher level, so that teachers can pay attention to the relevant content of education in ideology and politics. In this way, it can not only provide effective guidance for teaching programs and design, but also provide students with learning examples, so that students can increase their attention to ideological and political learning under the influence of teachers, so as to better participate in curriculum teaching in ideology and politics activities[3]. During this period, teachers should have an in-depth understanding of the significance of curriculum ideology and politics, the teaching methods of curriculum ideology and politics, and the teaching achievements of curriculum ideology and politics, so as to better support their own teaching work and continuously enhance the adhesion between education in ideology and politics and the knowledge of the "C language" curriculum.

In addition, the purpose of education in ideology and politics is to cultivate excellent "people", which is different from professional curriculums, and the educational penetration of content in ideology and politics pays more attention to the development of students' personality and conduct, including their values, behavior, sense of responsibility, cultural self-confidence, moral literacy, etc. However, the curriculum is not an ideological and political curriculum, and it needs to be fully integrated with the knowledge of the curriculum. As far as the "C language" curriculum is concerned, its content is mainly to help students understand and master the advanced language of computers, so that students can use the language to solve practical problems and have corresponding skills. From the perspective of deeper training goals, it aims to cultivate students' programming ability, problem analysis and solving ability, logical thinking, computational thinking ability, etc. Therefore, during the actual teaching period, in order to effectively implement the effect of education in ideology and politics in the curriculum, teachers need to proceed from reality, take student-oriented and education in ideology and politics as the starting point, clarify teaching objectives, and carry out targeted teaching activities. In this way, it is possible to ensure that the teaching in ideology and politics activities of the curriculum are carried out in an orderly and effective manner.

3.2. Excavate Ideological and Political Elements to Enhance the Degree of Adhesion between the Two

The development of teaching in ideology and politics activities in the curriculum is based on the teaching content, which should not only pay attention to the content of curriculum knowledge, but also pay attention to the integration of education in ideology and politics content, and at the same time, pay attention to the connection between the two and find the teaching entry point. As far as the teaching of "C Language" is concerned, teachers can start from the content of the curriculum, through studying the textbook, refining, sorting out and integrating the content of the textbook, and then infiltrating the content of education in ideology and politics in a timely manner, including such as socialist core values, traditional culture, etc., to establish the correspondence between the two. In this way, education in ideology and politics can be carried out in a targeted manner when teaching, so that the sense of ideological and political violation in the curriculum can be effectively eliminated. From the perspective of the curriculum content of "C Language", teachers can implement the following aspects when excavating the ideological and political elements in it:

First, in terms of the overview of C language programs, although the knowledge content of the overview part has strong theoretical characteristics, its content is mainly to introduce the development and application of C language. In this regard, from the perspective of Chinese and Western comparison, national research results, etc., it can stimulate students' feelings of home and country and

national self-confidence, so as to cultivate students' patriotism and improve their enthusiasm for scientific research, so that they can take the curriculum seriously and improve their learning attention.

Second, in terms of algorithm design, teachers can guide students to understand how to look at problems from an overall perspective and make plans from the perspective of development from the perspective of the concept and principle of algorithms, so that they can look at problems with a good attitude and solve problems with a rigorous attitude. For example, students can be allowed to independently try to design algorithms, and then guide students to continuously improve algorithms, enrich algorithm schemes, select the best algorithms, etc., so that students can actually experience the whole process of research of C language algorithm programs [4]. In this way, students can gradually experience the craftsmanship spirit of excellence through independent exploration, repeated research and meticulous carving.

Third, in terms of markers, it can be combined with the naming rules of markers, and compliance with rules and regulations can be taken as the focus of education in ideology and politics. Specifically, how to guide students to form a good sense of rules, including compliance with rules and regulations, compliance with laws and regulations, etc. From the perspective of students, education in ideology and politics in this area can also be carried out with the help of students' various learning links, for example, the examination should be honest, no cheating, no plagiarism; In daily life and when interacting with people, you should know the rules, know the awe, and keep the bottom line.

Fourth, in terms of structure, students can cultivate teamwork spirit from the perspective of "structure". In "C Language", different structures play different roles, and by extending it to the reality of student life, it can realize the cultivation of students' teamwork spirit. For example, each student has their own advantages, and how to learn from each other's strengths in the team, do their best, and how to maximize the team's advantages is an important part of education in ideology and politics. During the period, teachers can organize students to form groups in the form of fun activities, or use their own strengths in existing teams to complete learning goals.

3.3. Innovate Teaching Models and Improve the Depth of Education in Ideology and Politics

Education in ideology and politics cannot achieve educational results through simple teaching, and its educational value requires that education should be profound and thorough, so that students can truly understand the connotation of ideology and politics and effectively form ideological and political literacy. Only in this way can students' ideological understanding, behavioral habits, personality cultivation and other aspects be truly improved. However, as far as the current teaching activities are concerned, the teaching in ideology and politics of the "C language" curriculum is relatively single, and the overall teaching effect is relatively boring. Therefore, in order to further improve the depth of education in ideology and politics, teachers need to optimize and innovate the existing teaching mode to provide students with a better learning experience, so that they can better integrate into it, and enhance their understanding of the connotation of ideology and politics in thinking and feeling[5]. For example, teachers can adopt the teaching method of problem situations, mobilize students' thinking by designing situational problems, and let students exercise their thinking, practice experiments and draw conclusions in the process of independent thinking and analysis of problems. Taking the "magical motivational formula" as an example, teachers can combine the progress and retreat in the puzzle game to guide students to think about things such as "In each level of the game, by fighting monsters to win and lose, you get the same positive and negative points, if you play 100 levels, each level wins and wins points (advance), how will the game ability value change?" Conversely, if you lose points (refund) after failing each level, what kind of changes will occur? etc. In this way, by combining the knowledge content in "C Language" with content in ideology and politics and game elements for problem design, not only can students' enthusiasm for

thinking effectively increase, but also enable them to gradually experience what it means to "accumulate steps to thousands of miles, accumulate laziness and lead to the abyss" in the analysis and solution of problems, so as to have a deeper understanding of the meaning of this part of content in ideology and politics. Not only that, through the guidance of problems, students' knowledge mastery and learning ability can also be effectively improved, including thinking ability, problem analysis ability, innovation awareness, etc., which not only realizes the effective teaching of curriculum knowledge, but also enables education in ideology and politics to penetrate into it, and can also help the good development of students' comprehensive ability. Therefore, the innovation of teaching mode is also an important measure that cannot be ignored in the implementation of curriculum ideology and politics.

4. Conclusions

Education in ideology and politics is an important part of cultivating students' good ideological and moral character and political literacy, and the concept of curriculum education in ideology and politics came into being in order to further enhance the adhesion between education in ideology and politics and curriculum education. In the teaching of "C Language", through the practice of curriculum ideology and politics, it can help students better understand professional knowledge and develop into outstanding talents in the new era with both ability and integrity. However, at present, the ideal effect has not been achieved in the teaching in ideology and politics of the "C language" curriculum, and the existing problems also involve many aspects, so the application of education in ideology and politics in the curriculum needs in-depth research. Only by increasing the ideological and political attention of the curriculum, fully exploring the ideological and political elements involved in the curriculum, enhancing the degree of adhesion between the two, and finding appropriate methods and teaching measures can the educational goals of curriculum ideology and politics be effectively implemented.

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