

Ideological and Political Elements are Integrated into the Study of Methods in Programming Courses

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Abstract: This paper takes the digital media professional programming course as the exploration object, studies the reasonable integration of ideological and political elements into the course teaching, puts forward the concept that the entry point of ideology and politics needs to be based on the unique characteristics of the major, summarizes the combination between this course and ideology and politics, and gives the ideological and political design scheme and implementation scheme of the digital media professional programming course, in order to provide reference for the ideological and political design course of the digital media major, and achieve the purpose of collaborative cultivation of professional knowledge and ideology and morality.

Keywords: Curriculum ideology; Programming course; Ideological and political elements

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Introduction

The programming course is a basic computer discipline that enables digital media technology students to quickly understand and apply programming knowledge and methods. As a teacher of programming courses majoring in digital media, it is the obligation and responsibility to infiltrate the ideological and moral education such as family and country feelings, moral accomplishment and craftsman spirit into programming courses, so as to stimulate students' patriotic enthusiasm, improve students' learning consciousness, and lay a good foundation for cultivating application-oriented undergraduate talents with conscious legal awareness, good professional ethics, strong professionalism and sense of social responsibility in the new media industry. Therefore, how to reasonably integrate ideological and political elements into the programming courses of digital media majors puts forward new requirements for teaching content and teaching methods.

1. Introduction to Ideology and Politics in Programming Courses

1.1 The ideological and political significance of programming courses

From the perspective of the current situation in China, in the teaching of programming courses in various universities, the teaching tendency of light education is still widespread. Therefore, in the programming classroom teaching of digital media technology, it is of great significance to take students as the main body, integrate technology and art, and pay attention to adding ideological and political education elements to expand the scope of teaching, analyze computer language from the perspective of natural dialectics, and attach importance to the cultivation of students' ideological and political literacy and ability to make a difference, so as to subtly influence students' cultural self-confidence.

1.2 Problems in ideological and political programming courses

At present, in the classroom teaching of programming, there is still a phenomenon that the transfer of professional knowledge and skill training and ideological and political education are completely decoupled. In fact, in the face of the basic question of how

to cultivate talents, every teacher should be the main force with unshirkable responsibility. With digital media technology students as the main body, the course content is deeply explored, and the ideological and political elements are integrated with the classroom teaching content, which undoubtedly puts forward higher requirements for engineering teachers in colleges and universities, which not only requires teachers to reserve rich knowledge and skills in professional fields, but also requires teachers to have certain moral and humanistic qualities. Therefore, at present, there are not many exploration results in integrating ideology and politics in domestic digital media professional programming courses.

2. Ideological and political teaching measures for programming courses

2.1 Excavation of ideological and political elements

In the teaching process of programming courses, in order to encourage students' national pride, the ideological and political elements of the curriculum can be explored from the following aspects.

First, ideological and political elements can be developed from the works of students' digital media courses. Through the continuous production of student works in the process of programming courses, students are taught that they should pay attention to professional ethics and should respect the intellectual property rights of others.

Second, through the study of teaching content, explore the philosophical ideas contained in it. Through the important technical analysis and practice of programming courses, students can improve their level of solving practical problems, and can ask in-depth questions in the face of knowledge with practical application value for students to think deeply and stimulate students' motivation and interest in learning. At the same time, ideological and political elements are integrated into the curriculum, so that classroom teaching can give full play to the characteristics of ideological and political elements, so that students can understand the professional ethics that digital media technology practitioners should have.

Third, through failed cases, conduct in-depth reflection and analysis to improve students' sense of responsibility. Guide students to pay attention to those successful people who have used their whole lives to abide by their original intentions, diligently repay the motherland, and make indelible achievements for the motherland, and guide students to understand that only by not forgetting their original intentions can they not lose their way, and should maintain a persistent mental state and a courageous fighting attitude like those who strive for the progress of the nation in a down-to-earth manner.

Fourth, complete the "value shaping" of students from the perspective of the characteristics of professional courses. In the practical teaching process of integrating ideological and political education into the programming curriculum, the subtle course teaching is realized through various requirements and knowledge points put forward in teaching, use cases and inspirations. At the same time, let students understand the connection between the common things in the world, guide students to learn to use analogy methods and means to transfer knowledge, and let moral education elements run through the whole process.

2.2 Methods of integration of ideological and political elements

First, the values and ideas transmitted to students are infiltrated into the educational environment of students' programming courses. Taking graphics programming as an example, the five-star red flag of the People's Republic of China is used to explain how to implement graphics programming. Before explaining the skills and knowledge points, explain the background, establishment process, design elements, symbolism and use principles of the five-star red flag of the People's Republic of China. The freshman stage of college is the period of positive thinking, demanding progress, and consciously approaching the party organization, and the values and ideological content transmitted to students penetrate into the educational link of programming courses, which can improve students' ideological consciousness and cultivate their correct values.

Second, it analyzes the relevant knowledge points of programming technology based on the digital image processing algorithms that students are interested in. Teachers guide students to analyze popular digital image processing works, require students to feel the advantages and disadvantages of the works and the content that attracts them, and then teach students the characteristics and technical basis of the works, so that students can have a more comprehensive understanding of the relationship between the works and programming courses. At the same time, according to the content of the work, ideological and political education is integrated into the education of students, so that students understand the professional ethics code that digital media technology practitioners should have, and after students have a comprehensive, professional and profound understanding of the work, students are required to establish a reasonable concept of skills, try their best to improve their professional skills, create more healthy and enterprising high-quality works, seek more benefits for human society and the people, and put an end to using their talents to do illegal and criminal things. Be prepared to enter the digital media technology industry.

Third, through the study of programming courses, students are correctly guided to make reasonable plans for their future careers,

and students are encouraged to correctly judge and evaluate the core values of socialism in China. In this new era, the digital media technology industry needs a large number of excellent professionals, especially professional and technical talents who not only have a solid theoretical foundation and artistic accomplishment, but also have strong hands-on ability. Therefore, programming courses can be used to tell students that after learning technology and entering the workplace, they must show professionalism. Meticulously complete their tasks. At the same time, tell students that only by consolidating knowledge now can they be skilled in future work, do not go wrong, and let the fruits of labor satisfy users.

Fourth, the curriculum should serve the promotion of traditional socialist virtues. The digital media industry is mainly to film and television, animation, graphics, sound and other technologies as the core, digital media as the carrier of the industry, therefore, digital media majors open courses both computer knowledge, electronic technology knowledge, but also film and television, animation, graphic images, music and art, etc., its goal is to train high-quality professionals for various advertising companies or film and television stations. Combined with the professional characteristics of digital media technology, in the programming course, ideological and political education competition activities are integrated, programming skills and knowledge points are arranged in a targeted manner, the theme direction of students' creation is grasped, and students are guided to extract the essence of the 11 characters of "the great rejuvenation of the Chinese nation", and jump into the works, so as to better serve the promotion of traditional social virtues.

3. Concluding remarks

In the process of more than a year of research and practice, in view of the professional characteristics of digital media, we have actively integrated ideological and political elements into the programming course, and according to the actual needs and training objectives, this course has completed the reform of the syllabus, teaching plan and teaching resources. In practice, we deeply understand that building a program design curriculum system suitable for digital media majors to integrate ideological and political education is a systematic and gradual project, and we will act and think to keep pace with the times.

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