

Reflection And Research on Teaching Method of C Language Structure

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Abstract- C Language is a basic programming language and a foundation course for majors of computer science and engineering field. In teaching duration, students have no time to do enough practices and exercises. In teaching of C language structure, both faculty and students have some problems which they face. On the other side faculty should change their teaching style, on another side, students should automatically study and increase their study encouragement. Students will increase their programming capacity and implement what they learn exhaustive.

Keywords- C Programming Language Teaching, Teaching thoughts, Independent Learning Method, Practice.

I. INTRODUCTION

C language is a basic programming language. It contains the basic sense and creation of programming in its developing. For higher education in computer field, it is mandatory to enrol in course computer science and engineering. It is directly effect on study how we study it. During these phase teaching in C language, I have reflection a lot about how to increase teaching method effect , and put these concept into practices, and then it worked.

C language has numerous built-in data types, keywords, operators, functions and libraries that make it one of the most robust programming languages. The most feature of the C Language is portability. This feature enables a programmer to write a program on one system and then run it on another without making any changes or with minimum changes. Although, there are various built-in libraries, however, developers can add new functions according to their requirements. C language also allows a structured programming by creating modules and functions. These structures help the developer to develop programs efficiently and quickly language is simple, general purpose, and versatile language with no restrictions. Developers can easily operate the program with the help of size like kilo byte, mega byte and addresses.

II. DIFFICULTY OF C LANGUAGE TEACHING

Presently, the traditional C language teaching means lectures and hands-on computer trainings in intermediate classroom in form. In content, they are always introductions and instructions, which follow three stages, conception, fast example and guided practice. This three-stage teaching method will be limited by teaching hours. In C language teaching, there make do some problems on both side, faculty and students.

Information Presentations are not appropriate

Currently, most materials selected as textbooks in C language teaching are unpractical and lack of apathy. Students take it faded and show apathy. They would not like to study very seriously, which not influenced the teaching effect and cause themselves problems in future studies.

Musty teaching method cannot inspire students

Through classroom teaching, C language courses are always given in form of lectures, which cannot give full play to students' enterprise. Analytical teaching methods are not fully used, neither are advanced multimedia teaching means. Faculty do not know whether students prepare their lessons, or what they really need. All these, to some extent, damp students' ardour.

Faculties are not completely recognise between various changes, so they cannot prompt Students' curiosity

To different majors, are supposed to be different. Faculty always ignore the differences, and give lectures to different changes with the same lesson plans. In this way, what students have learned cannot connect the needs of practices in their changes, so that students cannot take a right point of view to this course.

Students unavailability of perception of self-determining Learning, and Attach Little Importance to Practice Teaching

Output of above Program:

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Enter First Number :10
Enter Second Number :2

***** MENU *****
1 --> ADDITION
2 --> SUBTRACTION
3 --> MULTIPLICATION
4 --> DIVISION
Enter your choice :2

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Your Answer = 8

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Flowchart helps to Faculty in explaining whole program in easy way. Faculty should explain in detail and give student extra practice programs so they should able to handle new approaches. By above program Faculty should handle to teach students in smooth way programming methods and ideas.

IV. REVIEW

It was largely developed even as a system programming language to write an operating system. Prime quality of C language contain low-level approach to memory, a basic set of keywords, and clean way, these quality make C language appropriate for system programming such an operating system or compiler development. Countless after languages have borrowed syntax/features directly or indirectly from C language. Such as syntax of Java, PHP, JavaScript, and so many other languages are mainly based on C language. C++ is just about a superset of C language

V. CONCLUSION

To research any language learning is a challenging task for learners. Also Games and Puzzle solving task encourage to learners by giving them helpful contexts and materials. Faculty should not give games as time fillers or for fun only, but appreciate and gain skills them into C Language teaching programs. C Program Language helps to understand how computer stores and retrieves information and values. Puzzle Programs are motivating. They provide students an incentive to keep up with the hard work in C Language. Students can make innovative application or project program in future using best practices. It is done by reflective practices.

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