

Exploration on the Cultivation of Marxist Consumption Theory and High School Physiological Consumption Concept

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Abstract

Marx has studied many aspects in his life. As one of the four links in the process of social production, consumption is also his field of concern. Consumption theory is an indispensable part of Marx's thought, involving consumption ability, free time, human needs, human development and other categories, reflecting the humanistic implication of his consumption thought. Cultivating the rational consumption view of contemporary high school students requires us to deeply interpret Marx's consumption thought, analysis of the current situation of irrational consumption of contemporary high school students, and guide them to take shape a rational consumption view with Marx's consumption theory education.

Keywords

Marx's Consumption Theory; Human Development; Senior High School Student; Consumption Rationality.

1. Introduction

Although Marx did not have any specific works on consumption, consumption theory holds an important position in Marx's theory. The consumption theory, as an important component of Marxism, has important guiding significance for the formation of contemporary high school physiological consumption views. Grasping this theory well is a major issue before us.

2. Overview of Marxist Consumption Theory and Rational Consumption Concept

2.1. The Main Content of Marx's Consumption Theory

Marx's consumption theory takes "human needs" as the starting point for studying consumption, regards consumption ability as an important category in the field of consumption, and regards human free and comprehensive development as the ultimate goal of consumption.

2.1.1. 'Human Needs' are an Important Factor in Consumption Theory

Need is closely related to consumption. Marx regarded "human needs" as the starting point for studying consumer activities, stating that "goods are first and foremost an external object, an object that satisfies a certain human need based on its own attributes. [1] Human needs have triggered a series of consumption activities, "In order to create history, people must be able to live. However, in order to live, they first need clothing, food, shelter, and other things. Therefore, the first historical activity is the production of materials to meet these needs, that is, the production of material life itself. At the same time, this is also the basic condition for people to only be able to engage in historical activities. [2] In addition to the need for basic survival materials, humans also need to meet the needs of spiritual civilization, which reflects the complexity, multi-layer, and diversity of human needs described by Marxism. Marx regarded human needs as an important factor throughout his research on consumption, stating that 'all

people work for their own needs and for the organs of such needs, and their needs are their nature' [3]. Human needs are constantly developing and changing, and various consumption activities constantly satisfy and improve human needs, promoting the level of social material productivity and the continuous progress and development of human civilization.

2.1.2. Theory of "Consumption Ability"

Marx's consumption theory also regards consumption ability as another important category for studying consumption. Consumption ability includes the ability to pay obtained through allocation, as well as the skills and knowledge related to consumption obtained through learning. So Marx said, "The ability to consume is the condition for consumption, and therefore the primary means of consumption, and this ability is the development of personal talent and productivity [4]. Marx believed that consumption ability is closely related to productivity. "Real economy - saving - is the saving of labor time... and this saving is equal to the development of productivity. It can be seen that it is not abstinence, but the development of productivity, the development of production ability, and therefore both the ability to develop consumption and the means to develop consumption. [5] The saving of labor time means increasing the time individuals spend on free and comprehensive development. When all aspects of human development can be achieved, human consumption ability will be developed simultaneously, thereby expanding the quantity, field, and level of consumption, and improving the quality and level of human life.

2.1.3. Free and Comprehensive Development of Human Beings is the Ultimate Goal of Consumption

Marx believed that the free and comprehensive development of human beings is the ideal survival state and ultimate goal pursued by all humanity. People should not only produce but also consume, that is, they should be a complete person who can produce and create, consume and enjoy rationally.

Firstly, consumption meets people's basic survival needs, which is the prerequisite and foundation for the continuous existence and development of human history. If a person wants to meet their basic survival needs, they must engage in consumption in society. At the same time, human development "must be able to live in order to create history. However, in order to live, clothing, food, shelter, and other things are first needed. Therefore, the first historical activity is the production of materials to meet these needs, that is, the production of material life itself." [6] Therefore, consumption can meet the basic material needs of human beings, that is, the need for basic means of survival.

Secondly, consumption is conducive to promoting comprehensive human development. Maslow's hierarchy of needs theory tells us that physiological needs are the lowest level of needs. After meeting the basic survival needs, people also have high-level needs such as socializing, respect, and self actualization. Therefore, people unconsciously pursue a higher level of consumption, and the consumption of high-level needs helps to improve the "sense of enjoyment and practical experience (will, love, etc.)... creating a human feeling that is compatible with the full richness of human and natural essence" [7], thereby distinguishing humans from other animals and achieving the richness and richness of human essence. The satisfaction of multi-level needs continuously enhances people's scientific, cultural, and ideological and political qualities, providing support for the development of their own talents, so that talents can freely engage in production and life.

Thirdly, spiritual and cultural consumption is an important way to promote the free development of personality. Modern society has put forward updated and higher requirements for human quality. Only by continuously investing in oneself, receiving various education, lifelong learning, and high-level spiritual and cultural consumption, can one continuously develop and improve oneself, and adapt to the rapidly changing pace of development in the

times. Therefore, people indispensable need spiritual and cultural consumption to enhance their various talents and form their unique personalities. It can enhance one's spiritual realm, cultivate good moral qualities, enrich one's spiritual world, and establish a correct worldview, outlook on life, and values. Only by coordinating material consumption with spiritual and cultural consumption can one become a comprehensive human being and achieve free and comprehensive development.

Fourthly, the increase in free time is beneficial for increasing people's consumption activities and promoting their comprehensive development. Free time is an important factor in improving consumption ability and stimulating consumption desire. Marx highly valued "free time" and believed that "the development of the entire human race, in terms of its development beyond the direct need for human natural existence, is nothing more than the use of this free time, and the premise of the entire human development is to use this use of free time as a necessary foundation" [8]. That is to say, after meeting low-level needs, people can fully utilize their free time to unleash their creativity, initiative, and enthusiasm, thus achieving free and comprehensive development. While people use free time to promote self-development, their consumption ability also develops, continuously improving their quality of life, and ultimately contributing to personal free and comprehensive development.

2.2. The Main Content of Marx's Consumption Theory

The rational consumption concept is a scientific and correct view on what to consume, why to consume, and how to consume, including the content, motivation, and mode of consumption. Its essence is to require people to have a moderate grasp of meeting their own needs and desires, that is, to require people to engage in scientific and rational consumption. The rational consumption concept adheres to the real needs of humans as the motivation for consumption, emphasizes the coordination of material consumption needs and spiritual and cultural consumption needs, and reduces consumption that is detrimental to human society and the natural ecological environment.

The concept of rational consumption should include two specific requirements: firstly, rational consumption should not only effectively meet people's basic survival needs, but also better meet their spiritual and cultural needs, with the ultimate goal of achieving free and comprehensive human development; Secondly, rational consumption should be conducive to protecting the ecological environment and conserving resources.

3. The Manifestation of Irrational Consumption among Contemporary High School Students

Consumer behavior is the external manifestation of consumer attitudes. Currently, some high school students have irrational and incorrect consumption concepts such as material supremacy, pleasure first, and even luxury and pride. These concepts are manifested in their behavior as follows:

3.1. Value Material Consumption

The consumption structure of contemporary high school students is extremely unreasonable, emphasizing material enjoyment consumption and neglecting spiritual and cultural consumption, resulting in a distorted consumption structure. They rarely consider whether their consumption behavior is beneficial for their studies and only value the satisfaction of current material desires, making it difficult to focus on long-term investments in their future development. They rarely spend their money on purchasing extracurricular books or newspapers, and most of the money is spent on purchasing clothes, shoes, snacks, gatherings, and other entertainment and social activities. Students take pride in wearing branded

smartphones and the latest electronic products, which is a common occurrence among high school students.

3.2. Serious Waste Phenomenon

High school students waste a lot of food and clothing in their daily lives. It's like having a school dinner, ordering a big table for a show but not finishing it. It's better to waste than save face, and choose not to pack; Or as long as the food doesn't satisfy them, they all go to the trash can. High school students in their adolescence, in order to showcase their charm as much as possible, also waste heavily in dressing. They like to stay at the forefront of fashion and highly value peer reviews. When they hear reviews from others that are not what they expect, they put them in the wardrobe and will no longer wear them. Instead, they demand that their parents buy trendy clothing.

3.3. Serious Phenomenon of Comparison and Conformity

Nowadays, most high school students are only children, who are regarded as the apple of their eye from a young age and love to compare themselves in the consumption process. Many students do not consider their actual family situation, but rather believe that if their food and clothing consumption is worse than others, they will be looked down upon by others, and cannot hold their heads up in school, thus blindly following others. Many parents hold the belief that they would rather eat and drink less themselves than let their children live a good life. In many families, children's consumption expenses account for a significant portion of their expenses, and parents' obedience to their children invisibly increases the unhealthy desire of high school students to compare.

3.4. Blindness in Consumption

Due to the fact that high school students are still in adolescence and are not yet fully mature in their ability to think and see things, they are prone to emotional and impulsive behavior. In addition, they lack social experience and financial abilities, resulting in unplanned and purposeless consumption, leading to blindness. As long as it is something you love, you will try your best to purchase it immediately, without considering the actual situation of your family, and even blindly pursue big brand products. Only well-known brands can purchase clothes and shoes, and the more expensive your phone is, the better the experience will be, in order to showcase your value. These current situations all tell us that cultivating a high school physiological consumption perspective is urgent.

4. Analysis of the Reasons for High School Students' Unreasonable Consumption

From a practical perspective, the formation of high school students' consumption views is closely related to the environmental factors such as their school, family, and society, as well as their own reasons.

4.1. Self Reasons

High school students are at a flourishing age in their lives and have not yet matured. During this period, teenagers are not as calm and thoughtful as adults when facing difficulties. Once they encounter their desired product, they blindly and impulsively engage in irrational consumption, rarely considering the actual family situation and acting within their capabilities. They generally have contradictions between independence and dependence, between the state of should and the state of reality, between material desires and the dependent economy, and so on. These developmental psychological characteristics can easily lead to incorrect consumption attitudes among high school students.

4.2. School Reasons

School education is the top priority of youth education, but under the baton of the college entrance examination, the success rate of the school's college entrance examination is often indirectly regarded by the outside world as the quality of its teaching. So almost all schools regard students' academic performance as the standard for evaluating teaching quality, emphasizing intellectual education over moral education, especially the education of students' rational consumption concept. Even if some schools are carrying out some of these types of work, it is still a mere formality and has not truly implemented and fundamentally solved the problem.

4.3. Family Reasons

The first thing humans come into contact with since birth is their biological parents, and the family environment plays a huge role in shaping and shaping students' consumption views. Some parents themselves have irrational consumption behaviors, such as treating guests and giving gifts, showcasing themselves, showcasing themselves, and showing off their wealth, which can have a negative impact on children who are currently in the stage of forming a consumption concept.

Secondly, many families only have one child, and under the traditional concept of "no matter how hard it is, no matter how hard the child is," the child is seen as the apple of the eye, responding to every need in life, and increasing their desire for consumption. Parents' bottomless indulgence in material life and blind obedience towards their children have led to the development of extravagant consumption habits. Parents almost never disclose household expenditure details to their children, believing that even if the child knows, they can't help much, leading to the child not knowing the difficulty of earning money.

Under the influence of the ideas of "expecting children to become dragons" and "expecting daughters to become phoenixes", parents only value their children's academic performance and only demand that their children achieve good grades and be able to win the gold medal. They are willing to spend any amount of money and do not attach importance to educating their children's ideological and moral education, resulting in their children not spending money properly and recklessly.

4.4. Social Reasons

The rapid development of the national economy has gradually led to the emergence of unhealthy trends such as hedonism and high consumption in society, which has also impacted high school students to some extent. Western consumerism, materialism, and other negative consumer cultures seriously erode the thinking of high school students, making their already low resistance even worse. Due to the lack of good and timely help and guidance, high school students' consumption values are more easily misled.

5. Strategies for Cultivating High School Physiological Consumption Concept with Marxist Consumption Theory

How to correctly guide and educate high school students to establish a rational consumption concept is a thought-provoking issue. Marx's consumption theory has provided us with theoretical support to solve this problem in the new era. From a practical perspective, the formation of high school students' consumption views is inseparable from environmental factors such as their school, family, and society. Therefore, this article mainly proposes specific paths to cultivate high school physiological consumption views from the perspectives of high school students themselves, their schools, society, and families, combined with Marxist consumption theory.

5.1. Schools Carry Out High School Physiological Consumption Education Guided by Marxist Consumption Theory

The issue of consumption is closely related to high school economic life. Teachers of ideological and political courses should pay attention to using real consumption examples for classroom teaching, implement the teaching principle of integrating theory with practice, and let students deeply understand the great practicality of political courses in life. High school students can also achieve rational consumption. Teachers can impart economic knowledge such as financial management to students and cultivate their financial abilities. The school's curriculum education strengthens the guidance and education of students' consumption concepts, organically combines teaching content with cultivating students to establish a rational consumption concept, and strengthens the management and supervision of students' incorrect consumption behavior. Regularly hold a class meeting to teach them about consumption methods, consumption knowledge, and consumption plans, in order to improve their consumption ability. Finally, teach students to deposit their New Year's greetings or pocket money accumulated in daily life into the bank to experience the joy of saving money. This can cultivate students' frugality awareness and cultivate good savings habits. [9-10].

5.2. Creating a Good Family Consumption Environment for the Cultivation of Physiological Consumption Concepts in High School

Family consumption habits can play a silent role in the formation of high school physiological consumption concepts, just like spring breeze and rain moistening things. Therefore, as parents, we should focus on creating a good family education environment for our children. The influence of family consumption education on high school students is difficult to compare between schools and society. Families should take advantage of this advantage and guide them to establish a rational consumption concept. Any family should provide consumer education to their children based on their actual economic income. As parents, every word and action will have an intangible educational demonstration effect on their children. Therefore, it is necessary to improve parents' consumption culture quality, lead by example, possess good consumption habits, protect the environment, consume green and moderately, and promote the excellent style of diligence, thrift, and hard work. Do not consume for comparison, do not waste face, teach by example, and consciously set a good example of frugality in daily life for children. Parents should also ensure that their children have a clear understanding of their family's expenses, record every daily expense, summarize and analyze it once a week, improve their financial management skills, and form financial awareness and control their consumption behavior.

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Under the influence of the ideas of "expecting children to become dragons" and "expecting daughters to become phoenixes", parents only value their children's academic performance and only demand that their children achieve good grades and be able to win the gold medal. They are willing to spend any amount of money and do not attach importance to educating their children's ideological and moral education, resulting in their children not spending money properly and recklessly.

5.4. Creating a Favorable Social Consumption Environment for the Cultivation of Physiological Consumption Concepts in High School

Marx pointed out that "activities and enjoyment, whether in terms of their content or way of existence, are all social activities and social enjoyment. The essence of human beings in nature is only present to those in society". [11] People are the sum of social relationships, and high school students in social life are more sensitive to various social phenomena. The impact of social consumption culture and culture on them is self-evident. Therefore, we should take Marxist consumption theory as the guidance to build a positive and healthy social consumption environment.

5.4.1. Advocate for a Correct and Good Consumer Culture

At present, the mainstream consumer culture in China is guided by Marxism, absorbing and absorbing the excellent traditional culture of the Chinese nation, and combining the two to propose a new era of simple consumer culture. At the same time, the dross of consumer culture such as materialism and hedonism cannot be underestimated. If dyed in the sky, it will turn pale. If dyed in the yellow, it will turn yellow. If one enters, their color will also change. A healthy social consumption environment will have a positive effect on the formation of high school physiological consumption concepts, allowing them not to be confused by material enjoyment and consciously resist the erosion of negative consumption ideas such as materialism. Therefore, from the perspective of the overall social environment, we should vigorously promote green consumption methods that protect the environment and save resources, carry forward the fine tradition of diligence, thrift, and hard work, abandon the pursuit of extravagant and enjoyable life, advocate a healthy and high-quality life, and establish a rational consumption concept. Every citizen should understand Marx's consumption theory, achieve rational consumption, emphasize consumer pragmatism, and showcase the advanced consumption outlook of society. To guide high school students' consumption behavior and enable them to consciously practice rational consumption in the social environment.

5.4.2. Give Full Play to the Positive Guiding Role of Mass Media

In the era of information explosion, many high school students' irrational consumption behavior is often misled by mass media information. Therefore, mass media should recognize the important social role of guiding high school physiological consumption, play a positive role, and overcome negative impacts. Firstly, guide the public opinion of ostentatious wealth display, avoid material enjoyment, luxurious life, and high consumption culture becoming mainstream, increase the promotion of the virtues of diligence, thrift, and thrift, and demonstrate positive energy and a healthy and simple lifestyle; Secondly, strengthen the authenticity management of mass media information. Strictly scrutinizing the authenticity of advertising content, severely punishing advertisers who engage in deceptive and tempting consumption, and cracking down on false and exaggerated advertising can only be conducive to the cultivation of high school physiological consumption concepts.

6. Conclusion

This article mainly discusses Marx's consumption theory and proposes practical solutions based on the current situation and reasons of irrational consumption behavior among

contemporary high school students. High school students need to be guided by Marxist consumption theory, consume rationally, live and grow actively and healthily. A thorough study of Marx's consumption theory is not only conducive to promoting Marxist consumption theory in the new era, but also has important practical value in guiding contemporary high school students to overcome material difficulties and form a rational consumption concept.

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