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## **Successes and failures of parents of two-year-old children in satisfying their choice and how to avoid, prevent, restrain their whims, capriciousness, stubbornness**

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**Abstract:** The article highlights the results of a study of the children’s of the second year of life choice and its impact on the emergence of whims, capriciousness, stubbornness in children. The collected, analyzed and interpreted theoretical studies and practical facts of the manifestations of whims, capriciousness, stubbornness that arise during the choice of children testify to the importance and necessity of studying this problem. The concept of the study is built on the principles of a personally oriented approach to interaction with children. It has been established that the age capabilities of children in the second year of life provide grounds for studying the choice of toddlers in direct connection with the manifestations that we call whims, capriciousness, stubbornness. It has been found that capriciousness becomes more frequent when the children’s choice is not satisfied by parents or other adults, and toddlers feel the need for communication, a favorite toy or food, from overwork or a painful condition. It has been noted that the humanistic approach of parents to children’s upbringing helps to reduce the level of capriciousness. The attention and love of parents, their communication with the kids becomes the basis for the comfortable activity of children. The authoritarian style of communication with the children does not allow to realize the child’s desire for independent choice. Most often, adults pay attention to the whims and caprices of the kids, and their choice remains unnoticed.

**Keywords:** capriciousness, whims, stubbornness, children, choice, communication, independence.

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## 1. Introduction

Two-year-old children strive very actively to learn about the environment and are quite able to choose what can attract their attention. They choose usually bright objects, toys with sound, move, and change. The kids themselves try to get to them, take, act with them. However, not all adults allow them to do it, because they believe that it is not appropriate, not safe. But the one-year-old child used to insist on its own choice [1]. If they cannot explain their desires, children seek the chosen one by crying, shouting, hysterics. The scientists call it whims, stubbornness, capriciousness. Such manifestations irritate adults and they try to stop them. In fact, these are just unsuccessful attempts of children to express their desire to get what they have chosen. Having understood them, their parents should satisfy the right choice of children and thus avoid capriciousness. After all, they spoil their own lives and the lives of children.

As our research has shown, the subject of children's choice is the adults themselves: children seek their attention, communication, joint activities or at least a presence near or in the same room. Deprived of this or that, they are «capricious». We have identified other phenomena of child's choice, which will be discussed below.

Parents begin to understand the rights of children to their own choice, sometimes having already gained some experience. And sometimes they struggle with whims all their lives without understanding the root of the cause - their right to choose. Children tolerate this as long as they are dependent on their parents. And having acquired sufficient independence, they make a choice themselves, unfortunately, not always for the benefit of themselves or others.

To clarify this little-studied problem, a study of two-year-old children's choice in families in different regions of Ukraine was conducted and the relevant experience of several countries was studied as well.

## 2. The object of the study and research

**The object of the study and research:** the choice of two-year-old children, whims, capriciousness, stubbornness of children.

## 3. The purpose and tasks of the study

We are going to study the essence of the two-year-old children's whims, capriciousness, stubbornness as self-expression of their choice and to identify successful prerequisites for interaction with them by the parents.

1. To find out how the whims, capriciousness, stubbornness of children are evolving in the diversity of their activities.
2. To discover opportunities for mutual understanding between parents and children in different conditions of these manifestations of children.
3. To identify effective ways for parents to interact with their children about their choices and related children's whims, capriciousness, stubbornness to find out the possibilities of their cooperation.

## 4. Analysis of literature

Analysis of scientific literature concerning the causes of capriciousness explains the psychological nature of these phenomena. They are the signs and manifestations of the crisis of the child's life of the 1st-3rd years old. The crisis is qualified as a natural phenomenon, one of the mechanisms of a child's development, as the sharp, fundamental shifts, a turning point in the conditions of his normal mental development, the transition from one cycle of development to the next. These internal changes of the child restructure his experiences, determine the attitude to the

environment, change the needs, motivations, which are the driving force of his behaviour. The research problem is the comparison, systematization, generalization of relevant scientific achievements on the problem of choice, psychological features of emotional development of two-year-old children. These internal changes of the child restructure his experiences, determine the attitude to the environment, change the needs, motivations, which are the driving force of his behaviour. It is these psychological phenomena of the crisis that determine its external manifestations known to everyone - negativism, stubbornness, arbitrariness, devaluation of the demands of adults, protest, rebellion, stubbornness of children [2].

Madeleine Denis believes that such manifestations are based on a flash of anger. She warns that these emotional outbursts can even be replaced by functional physiological manifestations: "... some children suddenly turn pale and stop breathing for a few seconds, someone turns blue in the face and falls to the ground, others begin to vomit or scratch themselves. ... tantrums are accompanied by spasms of sobbing and other somatic disorders" [3, p. 23]. We are convinced that affectionate parents will not allow it to happen, having only noticed the initial manifestations of negative emotions. And if it happened, in this case they will calm the baby, hugging it, talking to him calmly and gently. Because it is so necessary to feel love for yourself at this difficult moment for it.

To decrease the course of crisis phenomena and protect children from suffering, adults need to know and organize activities available to them at this age: communication, subject, game. It is important to learn to manage with their help the child's social needs, emotions, and through it to provide him and himself with peace, a good mood, and good relationships by the choices and actions, so that he does not experience a feeling of dissatisfaction and despair.

Although the child has acquired a certain independence and strives for independence, he needs an adult as an organizer and assistant in his increasingly complex actions. This kind of communication is an important stimulus for the development of the game activity of the 2-year-old child as an imitative game - a prerequisite for role-playing in the 3rd year of life. The child receives both the adult attention he needs and new adequate ways of acting with objects instead of manipulative, imitative actions with them that are characteristic of the emergence of features, elements of play in one-year-old children based on L. V. Artemova's reasoning [4]. A child's achievement in subject and game actions, their recognition and praise by adults is for the child a measure of his success and dignity. According to our observations, children are appreciate by it very much. We are convinced that thanks to it, one can easily anticipate and neutralize negative manifestations caused by the crisis of the 2<sup>nd</sup> year of life.

Pamela Druckerman [5], comparing the American, Canadian and French education systems, noticed that the behaviour of children upbringing in these different systems is significantly different. American and Canadian children are constantly capricious, seeking immediate satisfaction of their own desires as a result of permissiveness. The vast majority of French babies have much less caprices, their night sleep is usually uninterrupted without awakenings from 4 months, or even earlier; children of the first year of life are able to wait while mom is talking on the phone or busy with her affairs, they learn to eat calmly at the same table with their parents, in the two-year-old children can sit together with guests, to sit patiently and calmly in a restaurant on their high chairs, waiting, when the food is brought by waiters. The author of the book explains it by the fact that French parents and educators from an early age teach children to wait (of course within their capabilities) until they can respond to their requests, satisfy their wishes, gently but firmly using the word "wait!". French parents mostly use the words "be wiser" ("sois sage"), which does not mean "behave well". Mothers allow children to be alone and do things on their own, if the children themselves strive for it. Sensitive mothers and educators listen to children, are aware of their needs, moods, interests and capabilities. Such understandings guide the relationship with the child [5].

The analysis of other studies [6, 7, 8, 9, 10] confirms that the problem of capriciousness was considered and solved in different ways. But in none of cases did we find that capriciousness was considered as a desire to make a choice or as irritation at not making it. This is not the first time that

the children's capriciousness has been studied from the standpoint of their choice by Professor L. V. Artemova [11, 12]. If the child satisfies his choice independently or with the help of adults, then there is no capriciousness. Deepening and expanding the scientific search in this direction, we have already considered it in relation to children of the 1<sup>st</sup> year of life, since it is during this period that the first manifestations of capriciousness appear, which signal to adults about the unfulfilled choice of newborns [13]. At the 2<sup>nd</sup> year of life, such manifestations continue and intensify, interfering with the normal life of the family and the optimal development of the child. Therefore, it is of primary importance to find out the psychological prerequisites for pedagogical management of this natural process [14].

According to the synthesis of scientific sources [15, p. 86-88] and our clinical studies, it was found that the age capabilities of two-year-old children give grounds to consider their choice in direct relation to the manifestations, which are called whims, capriciousness, stubbornness, namely:

- the desire for independence grows; its restriction provokes the protest of the child;
- behaviour is active, emotional, impulsive, it is driven by opposite experiences (a child seeks something and is afraid, rejoices and is angry, wants to protect an adult and protests, not understanding his actions, motives);
- a child understands the words "possible", "impossible", "necessary", but acts accordingly on their own choice or at the request of adults;
- a child knows, understands, meticulously follows the usual rules or inadvertently or contrary to the adult ignores or violates them;
- notices and is sensitive to the emotional state of native adults, can be aggressive;
- acutely experiences insult, injustice, loss of favorite things, toys, conflicts;
- a child is interested in peers, older children, imitates them, acts peacefully or aggressively; affects younger or peers;
- the system of motives concerning personal contacts with native adults and children, communication with them, relating new impressions, own and new subjects and toys is developed;
- the balance of openness and closedness to the world, trust and distrust of adults, the desire for their help and autonomy from them is taken place at the stage of development;
- the foundation of elementary vital values and advantages is formed.

## 5. The methods of the study

– Theoretical methods: analysis of psychological and pedagogical literature on the problem under the study, comparison, systematization, generalization of scientific achievements relevant to the topic on the problem of choice, psychological features of the emotional development of two-year-old toddlers.

– Methods of mass collection of empirical material: questionnaires, conversations, interviews, surveys of parents of toddlers about their choices.

– Clinical longitude observations by the authors of the article of the activity of toddlers, their choices, corresponding positive, negative, indifferent emotional manifestations, and their satisfaction or ignoring by parents and other adults.

– Diary entries done by the participants of the study of what was revealed in the observations: activity, emotional, speech manifestations, communication, actions, movements of toddlers, which characterized their choices and misbehaviour.

## 6. The results of the study

60 families from different regions of Ukraine and other countries took part in the survey. We took into account, that there were: central part of Ukraine – Kyiv, western part – Rivne region, northern part – Sumy region, and eastern part – Luhansk region. 66 children aged one to two years were studied. До нашого контингенту малят в Україні й Німеччині додані приклади

вередувань, описані матерями 3-х французьких малят (3), 3-х американських (6). Among them were examples of children’s capriciousness from Germany, Ukraine, France [3] and the USA [6]. The German family had 2 children of the same age, and other two German families had four children of different ages. Four of them were also studied based on their parents’ diary entries. That is, we studied the choices and misbehaviour of a total of the 72 two-year-old children together with Ukrainian and German kids. For the study, we selected from the mass of children’s choices only those that were accompanied by whims, misbehaviour, and stubbornness. In total, the article presents, analyzes, and summarizes 1,479 cases of choices that were accompanied by the above-mentioned unacceptable insistence of children to achieve their fulfillment. In fact, there were many more such cases in the lives of children and parents. Along with this, we observed many cases of choices made by children that were naturally accompanied by positive emotions. But they were not the subject of this study.

Based on the above-mentioned age capabilities of children established by psychologists, specific questions were formulated to study the problem of choice and capriciousness from one to two years of their lives. The authors of the article also looked for answers to the questions in the process of care and upbringing, their own children and grandchildren, creating situations for them to choose, analyze and evaluate, as well as various manifestations, which are called whims, capriciousness, stubbornness.

The corresponding 10 questions in the form of a questionnaire were asked to 60 families (72 family members) who raised children of the same age. We only found out the choices of children that were caused and accompanied by capriciousness. A total of 1479 cases of child elections, accompanied by their capriciousness in 391 situations, are presented in the tables 1-5. The survey was conducted in different regions of Ukraine. Examples from the books [3, 6, 7] reflected a similar situation and the behaviour of children, as well as the reactions of parents and educators in France, the USA, Canada, Germany, Japan, russia. The volume of the article allows us to cover the actual material collected on only 5 issues. In previous articles, we covered the results of surveys and observations on 1-5 questions, in this article on 6-10 questions.

For convenience of perception of the received answers we give each question of the questionnaire in the name of tables before generalization and the analysis of the collected material.

**Table 1.** The Results Achieved by the Influence of Adults on Children: Successes and Failures

<b>Successes of parents and children</b>		<b>Failures of parents and children</b>	
<b>Situations</b>	<b>Child’s choice</b>	<b>Situations</b>	<b>Child’s choice</b>
86	442	33	158

The successes of parents and children in neutralizing whims, capriciousness, stubbornness outweighed failures. The parents of K., Ol. (after 1 year of life) patiently fulfilled all the wishes of children who became calmer, more obedient; children Ol., S., G., P. (before 1 year of life) could independently be engaged in toys of 10-15 minutes and calmed down more. If adults did not pay attention to the capriciousness of T., Z., S., G (after the 1<sup>st</sup> year of life), the children were offended, and it was difficult for the parents to look at their images; but caprices and hysterics became less; and H. (from 1 year and 2 months old) noticed that he could not attract his mother’s attention in this way, and he gradually stopped capriciousness. When children S., G., O., K., M. did all the good actions their mothers praised them, the kids became open to adults, listened to them better, were less capricious; when they talked softly, the kids wanted to hear such a voice and listened to their mothers more often.

When the parents of R., S., G., Yas., V. (after the 1<sup>st</sup> year of life) had enough of patience to respond patiently, calmly to the capriciousness of children, the kids calmed down. Mother of F., grandmother, father of S., G., E., N., Ya., Scsh., D., K, Ger., E., V. (1 year and 2 – 9 months old) said gently that they love them and other soothing words, promises, explanations that their capricious behaviour is not acceptable, that forbidden things cannot be taken, do not eat a lot of

sweets, distracted by something else from such negative emotional manifestations and actions, realizing the effectiveness of their actions, as the capriciousness with age became less, hysterics stopped for choosing an interesting thing, tasty, but sometimes it did not help, D. began to understand that this is manipulation. The parents of Sv., S., G. (1 year and 2 – 3 months old), noticing when the child is capricious, tried not to change the regime, not to be left alone, calmly talked to strangers; as a result, the girls did not cry. The kids Zh., S., G., O., Yul. (1 year and 3 months old) became less be capricious during food, movements, when mothers sometimes played along with them. Il. (1 year and 4 months old) began to understand that he was doing something wrong, because he stopped crying when his mother reminded him that he would call his father. When the teeth are cut in Il., S., G., O., Ya., Shch. they become calm only when their moms are around, having fun, reading and reviewing books in mom's lap or playing with them in their favorite games. The kids B., S., G., O., L. (1 – 1 year and 6 months old) did not always understand what and why something is forbidden, but quickly calmed down when they were happily switched to another activity, offered a toy, clothes to choose from. The change of activity calmed the capriciousness of G., S., G. (1 year and 6 months old). The attention of parents was quickly calmed down V., S., G., Yul. (1 year – 1 year and 6 months old), but later they demanded more attention. When the children S., G., M., O., Yul. (1 year and 9 months old) provided an opportunity to play independently, the children were calmer. When S., G., Sh., O., Ia., U. (1 year and 6 – 11 months old) sorted out the clothes, did not allow to wear it on themselves, and ineptly tried to do it themselves, their moms and grandmas kindly offered: "let me help you, I'll show you how to properly dress your legs (hold a spoon)", provided a choice of two things, distracted by conversations and the children calmed down and finally chose their mother's or joint option and reached an agreement. When D. sees that he annoyed his mom by capriciousness (she screams), then he stops and does whatever is ordered. T. (1 year and 3 months – 1 year and 6 months old) under the influence of conversations and suggestions in kindergarten almost a week stopped scattering food, and began to give a plate if he did not want to eat. Yur. began to understand how to do and how not to do what adults can do and what he can do.

A child P. (1 year and 3 months old) was capricious because he wanted to sleep; his mother (to occupy him, distract him, and finish the washing) instructed P. to put the washed linen in the basin and then put it back in the bath for rinsing; P. did everything with interest and forgot about sleep and stopped being capricious [6]. P. (1 year and 10 months old) amused his sister S. (5 months old): "Petia is with you, you, don't cry! I'm with you!" So the boy imitated his mother [5]. Bin (1 year and 8 months) persuaded her brother (5 months old) to wait, as her mother taught her [6].

S. (1 year and 11 months old) played along with her parents, who rebuked her sister, S.'s twin, for being capricious while eating. Such phenomena are usual in kindergarten groups. One can consider typical examples from the experience of children's communication in a Japanese kindergarten [8]. Ya. (2 years old) takes his favourite book, H. (1 year and 8 months old) immediately argues: «Give it to me!», «I will not give», «No, give it to me»; eventually look together, interested in and other kids gather around them. The boy K. (1 year and 5 months old), who always contradicts loudly stubbornly repeats on the children's slide: «Queue, queue», after him T. suddenly happily guesses: «Oh, queue!» and agrees to take him down the children's slide one by one. The kids, who played separately at the beginning of the 2<sup>nd</sup> year of life, started get involved in another game or invite to your own game, for example, playing with cubes: «Come to us», «Take it». Some children played with each other every day, talking about the game. Other children destroyed the structures of the cubes built by other kids, and some children have already learned to ask others for the lacked cube. And T. even taught M.: "It is impossible. Breaking down is not good." That is, the boy not only wanted the consent of another, but also did not approve of the violator. If someone runs forward on a walk, others shout, «Wait for us!» and most of them stop, and even detain disobedience: «Wait, you were told!». Sometimes they remind others the usual rules: «Because they said...» (one cannot sit at the table with unwashed hands, one cannot leave the room without the permission of an adult, etc.) [8].

We pay special attention to the phenomenon of the influence of two-year-old children's life on their peers or younger children as the transferring actions of adults by children into their own activities. We consider it to be a slightly higher level of mastering the rules of conduct that are clear to children compared to the implementation of their children themselves. This phenomenon is worth studying.

N. (1 year and 9 months old) is accustomed to a kindergarten for a week and was capricious at least. S. and G. (2 years old) gradually adapted to the conditions of German kindergarten: at first the mother was in the room where the children played, the next days she was in the next room; the kids were in the kindergarten for a few hours, then half a day, and finally - all day. During this time, the girls were accustomed to the educators, got used to the room, became interested in toys, so the separation from their mother was easy.

The following actions were successful in overcoming whims, capriciousness: personal communication, parental attention, warm, caring attitude of parents to children; calm, balanced tone, thoughtful explanations, conversations; joint subject and game activity, reading books, consideration of drawings, environment; observance of timely and habitual hygienic and regime rituals, adaptive measures at transition from house conditions to kindergarten. We consider the highest level of success - borrowing, transferring and use by kids the ways of calming of whims, capriciousness of other children. At first, all this is not easy, but patience, calm attitude, understanding of the choice of kids by parents and relatives brings success and understanding with kids.

Failures of parents and children in overcoming whims, capriciousness, stubbornness are much less than successes. Mothers performed all the whims of Al., An., S., G., D., Dav. (after 1 year of life) from birth, and dads and grandmothers patiently talked to them; children have become spoiled and still require the fulfillment of all their desires, the attention of adults, Dav. began to manipulate his mother; only grandmothers obey. An. is angry when his parents are attentive to their older brother (4 years old) and S. and G. are jealous of each other's parents and grandmother.

When children R., S., and G. (after 1 – 1 year and 5 months old) were quarreled or were punished for cariousness by adults, the boy and the girls cried for a long time. Calm intransigence, requests, prohibition of mothers did not always calm the cry of D., S., G., Yu., J., Ger. (1year and 8 months old); parents increased their influence by threats, sometimes by shouting - with the age and experience of the child it helped, stopped crying.

If the mother strictly forbade for Z. (1 year old) her choice, the child was offended: «Mom, you are bad!». When she grew up, caprices, tantrums, stubbornness decreased. Yur., G. (1 year and 2 months old) reluctantly did what their mothers wanted. When Iv. (after 1 year of life) was capricious, parents first explained that if it didn't help, and father could slap the child's ass, but Iv. continued to cry, capricious and resist.

When P. (1 year and 8 months old) does something and his mother does not allow to do it, the boy stubbornly signals «n-n-n...». When he does something and his mother explains to him that it is not possible, P. silently averts his eyes or «changes the conversation» to another topic without listening to his mother. The mother did not get enough sleep, she was not balanced (because the children are sick) she «fights» with P. (1 year and 10 months old): slap on the ass, unbridled love – all this knocked the boy off balance; as a result, P. almost does not respond to her requests, remarks, refuses to help, screams, stomping feet, climbs to his busy mother, despite her affairs (although at other times his mother is able to communicate with him [6]).

A child N. (1 year and 9 months) was accustomed to kindergarten with difficulty - so his parents decided to send a child to the kindergarten later. All 11 kids beginners (after 1 year of life) cried in the first 5 days, and some periodically and later after separation from their mother in a kindergarten [8].

Parents' attempts to calm down capriciousness of their children with authoritarian, aggressive methods, prohibitions, threats, in a raised tone, and punishments were unsuccessful. This

should convince those parents who resort to such methods of their futility and encourage them to use humane, democratic methods of influencing their children.

**Table 2.** Parents' Attempts to Anticipate and Prevent the Children's Cariousness

Children's choices	Parents anticipated a choice	Children's choices	Parents did not anticipate a choice
73	132	23	232

The parents of the vast majority of children successfully anticipated and did not allow cariousness. The mother serves food to Matvii (1 year and 3 months old), in small portions, which he willingly takes with his hands, because he eats with a spoon not so good, and the mother's attempts to help, cause the boy a violent protest and loss of appetite [8]. Grandmother of S. ad G. acts in a similar way, and the girls did not sorted out the food and gradually ate the whole portion. The mother began to give Annette (1 year and 6 months old) meat food in the form of chops, meatballs instead of pieces of meat and the girl calmly chewed and swallowed (3). S. and G. (1-2 years old) willingly ate chops and meatballs in tomato sauce in the same way. At signs of cariousness the parents of Il., S., G., O., L. (1 year and 4 months old) try to distracted them from that caused it, switched their attention to something else: offered food for the kids instead of the food for adults; but the older the children, the harder to switch their attention. When mothers felt and understood over time that D., S., G., An., Al., J., J., Ger., K., E., V., D., V. (1 – 1 year and 8 months old) want something not allowed or their interest in a certain toy or subject disappears, the subject and the children began to be capricious, their parents try to switch children's attention to something another, gently talk to certain examples, tell something interesting, give an attractive toy, a bright book, show pictures, cartoons, tell poems, fairy tales, turn on the music, sang Ukrainian folk songs, danced with children; took in their arms, laughed, kissed, caressed, so that the baby felt the love of mother, grandmother, did not allow the kids to be bored. Other parents hide the objects that provoked hysterics from B., S., G., O., D. In. (1 – 1 year and 5 months old) and bypassed them so that they would not fall into the child's eyes); did not take them to the store, did not indulge in cariousness. We offered various games and household items for M., S., G. (1 year and 9 months old). Parents were interested in toys and interesting objects V., S., G., O. (1 -1 year and 5 months old); praised them if there were no capricious or they stopped, said that tantrums are not good. Before going to the store, the hospital, a walk on the playground, K.'s mother explained and showed in the form of a game how to behave, on specific examples, the consequences of unacceptable behaviour, causing pain. We satisfied Yur.;s choice so that he would understand that he could achieve something, but we did not show that you succumbed to his whims. Parents prevented fatigue of F., S., G. (1 year and 2 months); for example, mother seldom walked with F. in crowded places; and S. and G.'s mother more often organized communication with adults and children in exclusive groups for children and parents. When their friends came, parents explained for S., G., Sv. (1 year and 2 – 3 months old) that it would be fun, safe with them and the children were happy, and played with them. When children S., G., O., J., Shch. have problems with the teeth erupting out, their mothers smeared teeth with gel, they were given them special toys for biting; parents hide the prohibited items so that children would not seek them.

P. (1 year and 2 months old) persistently goes to his mother, overcoming pits, crawling over natural obstacles on the ground, and the boy reaches out to her and calls for help only 1.5 - 2 m to his mother. The mother immediately goes to the meeting, preventing P. from crying and despairing from helplessness and fatigue, picks him up, and praises him [6].

So she predicted. She did not allow it. Yes (and how?).

Some parents did not anticipate the choice or difficulty of children, which caused much more fuss than in the predicted cases.

Defending his own choice - to eat with a spoon (clumsily and untidy), Matthew (1 year and 3 months old) with a violent protest refuses his mother's help. Annette (1 year and 6 months old)



willingly puts pieces of chicken in her mouth, but she is not able to chew them yet, cannot swallow them and finally spits them out; she does not want to eat [8]. It was similar with S. and G. (1 year and 4 months - 1 year and 8 months old), when their mother tried untimely to teach them to chew baked young veal - the girls chewed diligently, and swallowed, they choked. Lera (1 year and 10 months old) flatly refused to eat any food except fruit and vegetable puree from jars and cookies, to which she is accustomed since 1 year old at home; but she ate everything willingly in the kindergarten. Mum had to decorate the main course with pieces of fruit to gradually accustom the girl to them [3].

It was not possible to avert or avoid capriciousness due to lack of time and chronic fatigue for the parents of R., S., G. or it was possible only occasionally; and R. (after 1 year of life) was more capricious than the younger son. The mothers of M., R. claimed that capriciousness is often or not at all predictable; the mother of T. unfortunately couldn't predict the whims. Even if we knew that N., G., Yul. (1 year and 9 months old) would be capricious, it was impossible to avoid them at that time. The parents of Iv., S., G., T., Shch., Yur. (after 1 year) often did not anticipate their capriciousness, because it is difficult at this age; T. (1 year and 3 – 5 months old) was capricious suddenly when his mother went to work. Of course, mothers of Sh., D., H., U. (1 year and 11 months old) did not anticipate that children sometimes are capricious because they want a toy, sometimes because they do not want to go for a walk or to go to the kindergarten. At that time, D.'s mother did not know what and how to do properly with the kids, and D.'s mother believed that the capriciousness would disappear with age. The mother of Sh. tried not to panic at the time of the capriciousness and to communicate calmly with him. M.'s mother did not anticipate, because she liked to talk gently to her son when he was capricious. Yul.'s mum thought that sometimes you need to allow children to be a little capricious, so that it does not lock herself in. That is, many parents were not ready to prevent capriciousness, and some thought it was impossible. But other were observant and attentive parents and they were able to understand their children and gradually learned to find different ways to prevent these traumatic emotional manifestations.

**Table 3.** Did Parents Distinguish the Right Choice of Children from Their Whims, Capriciousness and Stubbornness?

<b>Total choice</b>	<b>Not distinguished the choice</b>	<b>Distinguished the choice</b>	<b>Always distinguished the choice</b>	<b>Sometimes distinguished</b>
51	7	44	30	14

Il's parents distinguished the youngest son's choice (after 1 year of life) more successfully than the older R. (he was capricious more often). They already had experience in dealing with children; it is necessary to feel the kid, to learn to hear him, to be with him a lot of time. This ability is acquired with experience. Sv.'s mother noticed the child's choice twice (1 year and 2 – 3 months old); a child wanted mother's attention. The mothers of B., Yur., D., E., V. (1-1 year and 5 months old) always distinguished and clearly traced the choice: sometimes he eats buckwheat porridge, sometimes – does not eat; today he wears certain clothes, and tomorrow he doesn't want to wear it, sometimes he wants a certain toy. The mothers and fathers of S., O., G., L., D. often distinguished the choice from other manifestations of behavior. Sometimes they thought that the child's whims are non-objective, and the grandmother always saw a choice: both without capriciousness, and with them. At first the parents allowed everything, but with age the choice was limited for everyone. Sometimes D. (1 year and 8 months old) attracted his mother's attention by his whims. It was difficult for mothers of V. and D. to distinguish the choice at the beginning. The mothers of N., Yul., U. (1 year and 9 months old) can say exactly which choice of their baby was legitimate, but U.'s mother did not attach any importance to it. The mothers of Sh., Ya., Y., Shch., S., Y., E. (1 - 1 year and 11 months old) confidently know when there is a choice (seeking his own, the child insists, sometimes shows aggression), and capriciousness often occurs only in certain cases and situations: children ask for hands, attract attention, and the mother of Yu., L. considers such manifestations as

a choice. When the mothers of Ya., S., G., O, and Shch. offered pacifiers to them and their babies rejected it, this legitimate choice was taken into account. H.'s flirtation (from 1 year and 2 months old) is visible to the naked eye.

Thus, the analysis of the questionnaires showed the following: 25 parents believed that they distinguished choice from capriciousness. 13 mothers, 1 grandmother always distinguished; 3 parents often distinguished. 5 mothers and 1 father of R., Sv., S., G., D., H. (1 - 1 year and 8 months old) did not always distinguish a choice from capriciousness. And only the parents of Al., T. (after 1 year of life) did not distinguish choice from capriciousness, because T. threw out all food indiscriminately. It testifies that parents mostly paid attention to the choice of children. But many of them could not see it. Their attention was drawn mainly to the whims. So, our research on the choice and capriciousness of children in the event of its failure will be important for a better understanding by parents of their own children.

**Table 4.** Which Family Member is Better at Dealing with Toddlers?

<b>Mother</b>	<b>Father</b>	<b>Grandmother</b>	<b>Grandfather</b>	<b>Sister / brother</b>	<b>Together</b>	<b>Did not answer</b>
34	17	12	3	2/2	70	2

The mothers of V., S., G., E., Sh., Shch., Ger. (1 – 1 year and 11 months old) with kindness and care, and a gentle tone soothed capriciousness and anxiety when the baby's teeth erupt out. Mothers of D., L., Shch., D., K., Ger., Yur., H., M., E., V. (1 - 1 year and 8 months old) coped better, because they spent more time with kids and knew their features, preferences, interests, found understanding with the kid better, could timely prevent whims, turned the kid to something else or interesting activities, quickly find a way out of the situation; because mother is always right and has had more influence as a result. The mothers did it better, although the fathers of Sh., Ya., Y. also tried to follow the same usual ways; but mothers understood better what kids (daughters) wanted. Mothers of An., S., G. (1 - 2 years old) talked and commented on all their actions aimed at girls, told about them and their feelings at a certain moment, did everything or almost everything that the girls wanted. The mother of Ol., S., G., O. knew all the whims of the kids and foresaw them in advance. The mother of Yur. allowed him to be a little capricious in the game, but at other times taught him to listen to her. The mother of D. makes him feel all better in cases when D. behaves well and she can yell at him when he is capricious.

The fathers of M., J., T., S., Yur. (1 year 2 – 9 months old) anticipated capriciousness better, because they were persistent, stricter and more influential and more authoritative for their sons. For example, T. cries and continues to listen to the father. Fathers talked calmly, balanced, convincingly with children Al., S., G., O., V. (1 - 2 years old), spent a lot of time with them. Kids K., S., G., Ol., In., V. (after 1 year) listened to father better, because they were interested in them: they looked through books together, listened to their readings, looked at cars, father's tools, went for a walk, on a swing, in the garden or park.

The father tried to motivate Zh. (after 1 year of life) to encourage him with a reward for good behavior; shifted his attention on other objects when Zh. wanted to be capricious. The mother and father switched Zh.'s (1 year and 4 months old) attention in turn depending on their physical and mental condition.

The grandmothers of children T., S., G., O., Ger. (after 1 year of life) told them interesting, fabulous stories that could switch the children's attention. Grandmothers satisfied the choice, the needs of the children Al., S, G., O., Yul. (1 - 2 years old), constantly took them in their arms, read books, and sang, played with the kids; the kids became calmer with the grandmothers. Mother and grandmother in soft ways, gentle words shifted the attention of F., S., G., S., G., O., (1 year and 2 months old) to another object, showed real equipment: cars, tractors, motorcycles, excavators, various machines, police cars, etc.

Mother and older sisters or brothers of Sv., G., N., S., G., O., U. (1 year and 2 – 9 months old) were constantly with the kids, flirted, played with them, changed the environment, told interesting stories, persuaded them, satisfied their whims. Older sister of Bin (1 year and 8 months old) persuaded her brother (6 months old) not to cry and wait for his mother [7].

Children K. and I., (after 1 year of life) listened to her grandfather the most (as well as her father), because they were interested in them, they have trusting relationship with them, the grandfathers understood his granddaughters better. For example, grandfather of E. coped best with the E.'s (1 year and 5 months old) whims, because he created a safe and calm atmosphere.

Father of Zh. (after 1 year of life) and Il, G. (1 year and 4 months old) punished the children from time to time. Such upbringing was effective but mothers worried about the kids. The father of D. can predict whims because he treated his son severely.

No one was able to cope with Iv. and Z. (1 - 2 years old); they were constantly capricious, demanding the fulfillment of their whims. After mother's of T. remarks, the capriciousness is often repeated.

So not all adults are able to cope with whims. This is best done by mothers and grandmothers (but grandmothers were only in some families) by gentle, calm communication, games, reading books and other activities. Some fathers sometimes managed it better than mothers. But some of them apparently were with kids less time. The grandfathers had a positive effect on the baby with their balance and patience. It also shows the selectivity of children who feel good about the gentle, interested attitude of adults towards them and mutual understanding.

**Table 5.** Circumstances in Which Capriciousness Becomes more Frequent or Decreases

Cases become more frequent	Children	Cases are decreasing	Children	Together	Children	Did not answer
70	426	18	36	88	462	2

The children Z., S., G., O., Il., D., M., S., G., O., Ya., Y., In., M., Vas., V. (1 - 1 year and 9 months old) are more capricious when parents pay little attention to them (for example, father is at work, mother is busy), children want to attract parents' attention to themselves or to their achievements when they are alone or want to play with their parents. Iv. (1 year old) constantly wants the attention of adults. Al. and U. (1 year old) are capricious more frequent if there is no mother. But An. and K. (1 year old) are capricious in cases when their mother is near; and An. is capricious more in cases when her parents pay attention to the older brother Ol. (4 years old). G. is capricious because of jealousy of her twin S., if her mother, father, and grandmother pay attention to her, take her in their arms, and caress her; and vice versa, in such cases S. is jealous of G. and gets angry and may even bite her.

S., G., O., F., J., Sh., D., M. (1 – 1 year and 2 months old) are capricious more frequent when there are temptations, and their parents forbidden something chosen by them (some household items, phones, computer, TV, etc.), do not satisfy their desires, limit the space of life, independent action, dangerous games, unacceptable actions, etc., as a result, sometimes the kids become aggressive. Children D., K., Yul., P., Yur., B. become capricious more frequent with permissiveness (when Yur. is with his grandmother, grandfather without a mother) or, vice versa, when they ignore the choice of K., and in cases when Y. seeks the chosen one. Iv. and G. (1 year old) are capricious when there is nothing to do and they are bored. D. is capricious in the store because he wants a new toy.

When R., I, S., G., O., T, D., T., S., Ger. (1 year – 1 year and 8 months old) were sick, did not sleep, woke up in a bad mood; with poor psychological condition of parents are capricious more frequently. Zh. (1 year and 3 months old) began capricious in the evening. Children F., O., G. (1 year and 2 – 5 months old) are capricious among strangers. Sv. S., G., O. (1 year and 2 - 3 months old) began capricious when the mode of the day, the environment, the usual actions are changed

dramatically. Children E., L., H. (1 year and 6 months old) are capricious when they stay with a grandmother, come to her, they are provoked by the permissiveness of the grandmother.

Arthur (2 years old) and Justin (1 year and 8 months old) are tired of playing together on the playground, and finally fought for the bike - a little older Arthur pushed a slightly smaller Justin out of it, as a result, Arthur began to cry and fight. But their mothers can settle the conflict and reconcile grumpy friends; they in a calm tone invite them to play with a large box. Claude (1 year and 6 months old), slipped in the bath and suddenly submerged under water; the boy screamed in fright, and then, falling silent, blushed and turned blue; the mother restores the boy's reflex respiratory arrest by rubbing him with a towel and blowing in his face, and calmly soothes the cry that has resumed with his breathing. N. (1 year and 9 months old) began capricious when his parents gave him to kindergarten.

Thus, whims happen more often when the adults do not satisfy the choice of children: without parents, without communication, playing with them; without selected items, toys; without favourite food; from fatigue, a painful condition. And whims become less often when all this is satisfied, as we can see in the following examples.

The children Sv., E., U., V. (from 1 year and 2 - 3 months old to 2 years old) became less capricious at an earlier age, as their parents constantly worked on this. But V. (1 - 1 year and 5 months old) became more capricious with age. When R., I., S., G., O., J., P. are busy learning about the environment, active games, walks, when they do not see forbidden things they are not capricious. D. is less capricious when you ask him, explain that it cannot be done or it will hurt him. Yulia is less capricious when her parents do not give in to her whims and in P. on the contrary, when you listen to his wishes (although you continue to do things your own way). The kids Shch., S., G., O. are not capricious when their teething stops, when they don't see the desired but not allowed thing, when adults are near.

Children Il., R., S., G., O., Ger. (1 - 1 year and 4 months old) don't capricious when they woke up in a good mood and if their parents are in a good psychological state. An., K., Ol., B. (1 year old) are not capricious when only their father is near, and An. is calm even when she is with her grandmother (but when her mother is there, she is more capricious). When there are always adults near T., the boy fell asleep. M., L., Yur. (1 year and 9 months old) are calm, when the children are at home, the child is not with grandparents or in the kindergarten. E., S. (1 - 1 year and 5 months old) don't capricious when it is the threat of real punishment. Mother of E. (1 year and 8 months old) did not allow whims and capriciousness.

Therefore, it is possible to reduce capriciousness by engaging the child in interesting and challenging activities; do not tempt them with unauthorized items or situations; calm, reasonable explanations in a friendly tone; avoiding overwork, irritation, having patience and gaining understanding of children.

## **7. Prospects for further development of the study**

It is advisable to investigate the role of didactic games in the formation of the ability to make choices in children of the second year of life.

## **8. Conclusions**

The analysis of the factual material revealed that parents try to stop the whims and capriciousness of 2-year-old children in various ways, humane, democratic and authoritarian. At the same time, parents are mostly guided by their own observations, sense of needs, understanding of the children's desires, satisfying or stopping their whims. Sometimes parents act situationally under the influence of their own emotions, psychological state, mood, certain circumstances. All this, as well as the individual characteristics of each child determine the effectiveness or ineffectiveness of parental influences.

The collected and considered facts show that predicting and preventing whims and capriciousness requires less effort from parents than stopping them when the child is already suffering from unfulfilled needs, choices, and desires. The vast majority of parents intuitively or consciously satisfied the child's choice and thus largely anticipated the capriciousness. Knowing the preferences of their own two-year-old kids, their stable regime, certain habits, tastes, individual characteristics, and behaviour in various life situations, thoughtful and attentive parents predict what is most likely to satisfy the child and what will provoke his protest in the form of capriciousness. In order to ensure a positive emotional state of the children, which is extremely important for their timely mental and physical development, loving parents will always satisfy the child's legitimate choice and will not allow them to develop negative emotions (extremely harmful to health and development) from unfulfilled innocent or legitimate desires. To avoid improper choices and corresponding whims, you can use many methods described in the table 2 and also create your own.

In order to satisfy the choice of children in a timely manner, it is important to clearly distinguish and identify it. The surveyed parents mostly believe that they distinguish between choices: some always, others often, some rarely or only in isolated cases. But 7 mothers believed that they do not distinguish between choices. However, as observations show, many parents primarily pay attention to the whims and capriciousness of children. After all, it is these negative emotional manifestations of kids that disrupt their balance, interfere with parents, sometimes bring discord between parents and disrupt their relationships with children.

We consider it appropriate to emphasize the following: choice is primary, and whims are secondary. They arise only when the choice is not made. Satisfying the legitimate choice of the baby or successfully switching it from an undesirable choice to another (safe, timely, important, necessary, etc.) prevents whims and saves children and adults from troubles. Hence the conclusions - it is important to purposefully and timely find out the choices of babies, satisfy legitimate choices and neutralize unwanted ones.

We found in our study that mothers cope best with the whims and capriciousness of two-year-old children, and this is natural, because the connections between them at this age are the most stable and emotionally positive. The successes of dads were in second place. Probably because they spend less time with the babies, because they are at work. But it often happened that dads could calm down the whims more calmly and better than some mothers. The grandmothers were in third place. There are fewer of them, because they were not in every family. Sometimes grandfathers coped better than others, because they had patience and endurance for small whims. It is important to note the obvious selective attitude of children of this age towards different family members and the peculiarities of understanding with each. Anyone who has found the keys to their child can become an example for others in how to recognize a child's choice by their behavior style, communication methods, etc.

Our observations have shown that misbehaviour is becoming more frequent or vice versa – it occurs occasionally in different children or under certain conditions, circumstances, and reasons. All parents also noted this phenomenon in their questionnaires. Misbehavior is becoming more frequent because children seek their parents' attention, activities, games with them, or at least their presence next to or in the room with them. Many capriciousness arise if adults do not satisfy the children's choice, forbid them from getting what they have chosen, or insist, pressure, or accelerate their actions. Usually, children are often misbehave if they are not busy with anything or do not know how to do it themselves. Children easily get used to certain circumstances and conditions of organizing their life activities. If they are changed abruptly, kids become nervous and capricious, not succumbing to new conditions. Tired, sleep-deprived, hungry, sick, nervous children become capricious, who are easily excited and unable to calm down on their own. The whims of kids become more frequent in tired, impatient, unbalanced parents, under the influence of their loud conversations, conflict situations. Children become nervous and capricious in the presence of

strangers, unfamiliar people or in an unfamiliar environment, for example, in the first days in kindergarten.

It will become much less capricious if parents, similar to the cases considered above, change their behaviour in favour of the needs of children and for the joy of their personal choice. This way they will provide themselves with a more balanced adult life.

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