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**Namable spatial features improve category learning in adults and children**

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A recent study [(Zettersten & Lupyan, 2018)](https://paperpile.com/c/cKvznp/qbc3) showed that category features can be named influence category learning: when underlying features of the category were easy to name, participants were faster and more accurate in learning the novel category. In our experiment we extended these findings. The nameable feature in our experiment was spatial location of different images. Participants (adults (N= 59) and 6-9-year old children (pilot study) should learn new category. One group (*high* nameability) was shown images in more-namable places on a foot silhouette (e.g; “heel”). The other group (*low* nameability) was shown images in places without common names (e.g.; “vault”). The category rule combined relevant image and place. We have found that adults participants were learning new category faster in *high* nameability condition (for locations), than in *low* nameability condition. It seems that names allow learners to remember new information. The results of pilot study suggest that children have not this effect at all or it would be observed in a lesser degree. The process of naming locations is less automatic in children. That is why they can not use names for identifying relevant characteristic of the category. We will present the results of our research on children and compare these results with the results on adults.

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