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**Improving transfer of inductive rules through familiar names**

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Inductive reasoning involves making predictions about novel objects or situations based on existing knowledge. Recent research showed that using verbalization when solving category induction tasks (“Bongard problems”) enhanced task solution transfer to similar tasks in comparison with solving tasks tacitly (Sulic, Lupyan, 2018). The present study examined the naming factor that facilitate the learning and transfer of inductive rules knowledge. We manipulated the language with which adults (N=38) were exposed to novel rules during training. In *abstract* condition participants saw 18 problems which rules was formulated in geometric terms (e.g., ‘Similar figures’) and defined which set of instances refer to. In *concrete* condition the same problems were presented with rules formulated in familiar words (e.g. ‘Figures reflect in the mirror’). Test phase included similar problems but with new instances, so participants should transfer the rules they learn earlier. We found that subjects in *concrete* condition performed better (M=3.77 s, CI[4.46, 4.07]) in transfer task than in *abstract* condition (M=4.40 s, CI[4.07, 4.77]), F(1; 400)=7.641, p=0.006. Но на стадии научения разницы в скорости ответов между испытуемыми из абстрактного условия и конкретного не было, F(1; 400)=0.024, p=0.876. It seems that the use of more concrete language directed adult’s attention to the better memory during recognizing novel instances of inductive rules.

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