**Five misconceptions of educators and future teachers regarding the development of social competence in pupils**

The development of social competence is of particular importance today and is considered a core component of teacher training programs. In this paper, the author seeks to indicate five misconceptions in this field, which she has identified among future teachers, and to analyze them and their concomitant problems. Revealing these perceptions and situating them within the academic and professional discourse is novel in this field. This knowledge will enable teacher trainers, educators, future teachers, therapists, parents, and the wider public to formulate evidence-based observations about the development of social competence in pupils. In addition, discourse on these issues may serve as a platform to seed further research and initiatives in this field.