The postmodern dimension of science has inspired researchers to recontextualise the underlying concepts of specific fields, take a critical look at existing ideas and concepts, expand research optics and shed new light on never-explored research fields. One researcher who is part of the postmodern trend in science is Klaudia Węc, who addressed the issue of the changing cultural reality in relation to pedagogy and the ensuing crisis of authorities in the book “Boundaries and transgressions of contemporary parenting. Psychoanalysis in the face of the crisis of the subject”. The researcher states explicitly that the existing paradigms defining the space for the reflection of pedagogy and the social process of upbringing seem insufficient to cope with social expectations and the dangers of a deepening crisis caused by a sense of meaninglessness. Klaudia Węc’s reflections cover both levels, educational and didactic with a special focus on psychoanalysis and numerous references to psychology. Thus the book presents a strong link between pedagogy and psychoanalysis.

From a methodological perspective, the fundamental aim of the book is to address the issue of borderline events, which mark an important interpretative horizon, defining the area of interest for contemporary pedagogues both because of their relevance to the discourse and in the perspective of verifying previous actions taken in situations of educational difficulty.

Klaudia Węc said that in the area of postmodern culture many social cur-
rents have emerged that question reality, while education has stagnated in a cata-
tonic immobility with a passive attitude towards any change that comes its way. In the cultural and social changes and their structural nature, the researcher particularly captures the school as the most important place for socialisation and upbringing, which does not seem to be fulfilling its objectives and is not keeping up with the pace of curricular change. This thesis is related to the theoretical outline concerning the reception of the problematic of boundary and transgres-
sive events in the field of critical pedagogy and psychoanalysis.

The book “Boundaries and transgressions of contemporary parenting. Psychoanalysis in the face of the crisis of the subject” is divided into three parts: “Borderality and transgressiveness in the field of traditional humanities”, “Psychoanalytic transgressiveness in the perspec-
tive of the borderality of educational practice. A contestation perspective” and “The pedagogical project of changing the strategies of upbringing. Risk as a condi-
tion for upbringing”. Each section outlines in detail the theoretical dimension of the research problem presented. The first one focuses on the notion of boundaries and transboundaries, thereby illuminating the cultural dimension of evil, the limits of knowledge, the limits of visibility of the world, as well as the dialectic of critical pedagogy, deconstructions of the pedagogical paradigm and the role of psychoanalytic concepts in learning about reality.

The second part of the book highlights the psychoanalytic frontiers of parent-
ing in a particular way by showing the social structure from the perspective of the upbringing of the subject and the individual. Moreover, the author focuses on various approaches strongly associated with psychoanalysis, including Freud's culture of the death drive, the myth of biological difference, sublimation, as well as the paternal and maternal symbolic order and parental figures in the parent-
ing process. Klaudia Węc carefully presents different theoretical perspectives to illum-
inate the issue of subjects in the upbringing process, focusing on cultural, social as well as intimate dimensions. She takes a critical look at the fundamental assumptions of the concepts of parenting and thus recon-
textualises the basic concepts for her field.

The third part of the book is mainly concerned with ways to solve the prob-
lem posed, i.e. strategies for parenting in a postmodern world and possible solu-
tions. Klaudia Węc presents the issue of risk as a condition for upbringing. Thus, as she puts it, she make known issues of ‘(un)visible pedagogy’, highlighting the figures of language in the clinic of the subject, the effect of alienation in language, and the role of the gaze in the educational relationship. The chapter also presents different psychoanalytic perspectives: the
formation of a pedagogical consciousness in the perspective of Lancan psychoanalysis, psychoanalysis versus parenting, 4Ts of pedagogical reflection and reflections on philosophy. The author seeks to theoretically bridge the gaps between cultural shifts and the basic concepts of the field of pedagogy, a critical dimension and an important activity needed from a scholarly perspective to illuminate the importance of the problem and its possible solutions.

The book “Boundaries and transgressions of contemporary parenting. Psychoanalysis in the face of the crisis of the subject” presents an important topic from the point of view of parenting and education. It represents an important voice in the process of structural change in this area. The author thoughtfully and precisely outlines possible paths to improve the current state by referring to various theoretical concepts as well as their practical dimensions. Moreover, the researcher has included in the book an index of key concepts of Lancan psychoanalysis relevant to pedagogy, as well as an index of key Freudian concepts of psychoanalysis, which allows for an in-depth understanding of the concepts and content covered even by those who are not pedagogues or psychologists.

In terms of practice, Klaudia Węc sees an opportunity to change the understanding of the educational process through the application of psychoanalytic competence as an alternative method of interpretation and the formulation of boundary questions showing the mechanism depreciating the ontological status of the subject. The researcher points out problematic issues. One of them is the location of psychoanalytic discourse in the field of critical pedagogy. Klaudia Węc presents the basic problems in her work, thus setting the direction of the next, final research conducted at the interface of psychoanalysis and pedagogy.

BIBLIOGRAPHY: